

The  
National  
Parent-  
Teacher  
Magazine

# CHILD WELFARE

Vol. 2 - 1932

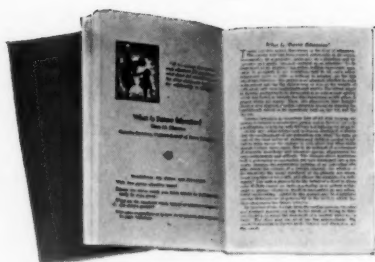


DECEMBER . . . 1932

One Dollar per Year • Ten Cents per Copy

1932

# Christmas Suggestions



MAY  
WE  
HELP  
WITH  
YOUR  
SHOPPING  
LIST?

For MARY ELIZABETH (swamped with problems of her adolescents)

*Parent Education III* \$1.00

AUNT JANE (who has followed the progress of the Congress these many years)

*Through the Years* \$1.00

MARTHA (with two small youngsters demanding attention)

*Parent Education III* \$1.00

UNCLE BEN (now our new county superintendent)

*Home, School and Community Series Posters* \$1.00

MISS ADAMS (always called on for talks—always looking for material)

*Congress Leaflets* 5c each

JOHN (a newly appointed instructor of adult education)

*Education for Home and Family* \$2.00



Published by The NATIONAL CONGRESS of PARENTS and TEACHERS.  
Order direct from 1201 Sixteenth Street, Northwest, Washington, D. C.

# CHILD WELFARE

*The National Parent-Teacher Magazine*

*Official Publication, National Congress of Parents and Teachers*

Published Monthly September to May, Bi-Monthly June and July, by THE CHILD WELFARE CO., INC.

Vol. XXVII

DECEMBER • 1932

No. 4

## CONTENTS

	PAGE
THE PRESIDENT'S MESSAGE . . . . .	Minnie B. Bradford 171
TOYS FOR FLATTENED PURSES . . . . .	Dorothy W. Baruch 172
CHILD AND UNIVERSE . . . . .	Florence Brewer Boeckel 177
NORMAL LIVES FOR THE HANDICAPPED . . . . .	Marion L. Faegre 180
GETTING ACQUAINTED WITH MONEY . . . . .	J. Robert Stout 185
DECEMBER . . . . .	Mary Louise Corrigan 188
A GOOD BEGINNING IN SELF-HELP . . . . .	189
THE ELVES AND THE SHOEMAKER . . . . .	190
SAFETY IN THE HOME (in <i>All-Round Health Course</i> ) . . . . .	Gertrude Zurrer 192
THE GRIST MILL . . . . .	196
THRIFT AND CHARACTER EDUCATION (in <i>A Parent-Teacher Program</i> ) . . . . .	198
THE SINGING HOUSE . . . . .	May Morgan Potter 200
TROUBLE WITH ELLEN . . . . .	Elizabeth Allen 202
THE P. T. A. AT WORK . . . . .	Helen R. Wentworth 204
CONGRESS COMMENTS . . . . .	208
P. T. A. DANGERS AND THEIR REMEDIES . . . . .	Andrew J. Lang 209
LUNCH FOR THE SCHOOL CHILD . . . . .	U. S. Bureau of Home Economics 212
CHRISTMAS . . . . .	Mary Mullen 214
WHAT DO YOU THINK? . . . . .	215
BOOKSHELF . . . . .	Winnifred King Rugg 216
FROM OUR READERS . . . . .	219
CONSULTATION SERVICE . . . . .	220
MRS. COPE'S QUESTION BOX . . . . .	Evelyn D. Cope 221
FILM REVIEW . . . . .	Elizabeth K. Kerns 222

MARTHA SPRAGUE MASON, *Editor*

ADA HART ARLITT, *Associate Editor*

ANNA H. HAYES, *Associate Editor*

BLANCHE ARTER BUHLIG, *Associate Editor*

GARRY CLEVELAND MYERS, *Associate Editor*

FRANCES ULLMANN, *Assistant Editor*

EDITORIAL OFFICES: 8 GROVE STREET, WINCHESTER, MASSACHUSETTS

### *Officers of the Company*

MRS. CHARLES H. REMINGTON, *President*

MRS. GEORGE S. WERTSNER, *Treasurer*

MRS. HUGH BRADFORD, *Vice-President*

MISS RUTH A. BOTTOMLEY, *Secretary*

M. A. FERRE, *Circulation Manager*

E. TWISS, *Business Manager*

EXECUTIVE AND SUBSCRIPTION OFFICES: 1201 16TH STREET N. W., WASHINGTON, D. C.

Entered as Second-Class Matter at the Post Office, Washington, D. C., under Act of March 3, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses.



MEMBER OF THE AUDIT BUREAU  
OF CIRCULATIONS

SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offer on request. No allowance for notary fees.

Copyright, 1932, by the Child Welfare Company, Inc.



*Courtesy Cleveland Museum of Art*

## "VIRGIN, CHILD, AND ANGELS"

From a Painting by the School of

PIERO DI COSIMO



---

---

## The *P*resident's MESSAGE

---

---

"Ceasing to give, we cease to have—  
Such is the law of love."

IT is commonly said that the parent-teacher association provides greater opportunity for understanding and appreciating all types of people than any other group. Its democracy welcomes all races, creeds, and classes; its work provides contacts which develop friendliness and fellowship. Its sacrificing promotes unselfish devotion to others. Its meetings and conventions are permeated with good feeling and cheer.

It has been evident that our associations have provided channels through which love may pour its beneficent stream. Our great effort must be to keep the channels unobstructed by pettiness and unjust criticisms. "Ceasing to give love" and indulging in the cruelties characteristic of little souls will shut away from us the purifying influence of the love whose only motive is of godly origin.

At this season of year in the heart of every individual comes a stir of generosity toward the less fortunate; in the midst of a busy business world we pause to consider the needy and extend to them our charity and sympathy. Christmas time is a time of spiritual uplift because it stirs mankind to do good deeds. The parent-teacher association is one center of such activities and good thoughts for others. The season is full of significance because in giving of our love and kindness we become "thrice blessed." We should demonstrate to our communities that our ideals and service are above reproach, and that we, as members, desire to be spiritually fit to act as guardians and examples for children.

We extend the appreciation of the National organization at this season to the loyal, unselfish workers who have given so freely of their time, money, enthusiasm, and love. It is our hope that the rewards of work well done will cheer their hearts and that the loving comradeship and respect of friends made in this service will swell the blessings of the season.

*Minnie B. Bradford*

*President, National Congress of Parents and Teachers*

# TOYS FOR FLATTENED PURSES

AN ANSWER TO PARENTS' PRAYERS FOR  
HELP IN PROVIDING EXCITING CHRISTMAS  
TOYS WHEN PURSES ARE EMPTY

By DOROTHY W. BARUCH • Director of Nursery School,  
Broadoaks School of Education, Whittier College

1. Name three important standards to be kept in mind when selecting play equipment for preschool children.
2. Why is it important that children have toys to use for creative purposes, that is, to do things with?
3. What do little children learn from their play activities?

THE parents of the nursery school children were holding the first meeting of the year. As was customary at their opening session, they were making tentative plans for subsequent monthly meetings. Topics for study and discussion were being proposed.

"And at the December meeting, as usual," put in a mother whose child had been in nursery school the previous year and who therefore felt herself among the initiate, "we'll want to talk about Christmas and have a toy exhibit."



*Hammers, nails, and wood are never expensive. The way nursery school children use them shows how suitable they are as play material*

Most of the details used in this article concerning materials, costs, and constructions come from Margaret Smith who is doing her preliminary work toward a master's thesis at the Broadoaks School of Education, Whittier College, Pasadena, California.—D. W. B.



*Confidence and thrills are to be had from walking the plank supported by boxes*

"But," sighed another, "what good will an exhibit do us this year, when our bank accounts are so utterly flat?"

"Yes," wailed a third, "we'll come over here to school and see all the gorgeous things we might be getting for our children's Christmas presents, and then we'll go home and look into our empty purses and sing the chorus of the day, 'We can't afford it.'"

And then came an inspirational suggestion: "There may be inexpensive ways out."

In consequence a committee was formed to see what could be done about toys for empty purses. This committee was composed of a number of students taking a course in parent education, and of several members of the nursery school staff. They put heads together. They thought. They planned. Why not do it? Why not gather and list materials which could be inexpensively obtained and show these as one section of the

With the exception of the one on page 174, all photographs used with this article are from the Broadoaks School of Education.

Christmas exhibit? And as long as they were about it, why not try out as many materials as possible with the children and notice how really worth while and useful they might or might not be? And so the search started.

As an initial step standards were decided on. All materials were to be subjected to certain measuring rods. First, they would have to be "do with" materials. They would have to be of the sort which could actively and actually be used by the children. Second, they would have to be durable and sturdy. And in the third place, they would need to fit in with the child's level of development. Mechanical, "don't-touch-but-see-me-run" toys were taboo.

The committee divided itself loosely into three sections. The first section was to search for equipment for PHYSICAL DEVELOPMENT AND EXERCISE. The second section was to concentrate on materials for MANIPULATIVE AND CREATIVE USAGE. While the third section's interest was to be in materials for DRAMATIC AND IMITATIVE PLAY.

#### EQUIPMENT FOR EXERCISE

FIRST discoveries were close at hand, for much of the apparatus for PHYSICAL DEVELOPMENT AND EXERCISE already in

the nursery school yard had been expressly designed so that it might, without great expense, be duplicated in home yards in order to enable the children to carry over many activities from school into their home play.

There was a *swing*, for instance, made of a discarded automobile tire, extended by a

rope from the branch of one of the olive trees. There were *crossbars* inexpensively made of pipe supported by posts. There were *walking boards* fashioned of one-foot planks (one inch thick and ten feet long) raised from the ground at each end by boxes—low boxes for the newcomers who were just learning to balance themselves; higher

boxes for the veterans who happened to be seeking the thrill of adventuring, steadily confident on heights that had once seemed perilous.

There was also the low *jouncing board* belonging to the same species of planks that stretched between the box end-supports. It was made of a thin, vertical grain, pine board ( $\frac{1}{2}$ " x 12" x 12'). On it the children could jump up and down, the board reacting much as a springboard does

for a diver, and equally thrilling.

But by far the most valuable of all this homemade type of apparatus for the development of large muscles was the flexible cluster of *planks and packing boxes* of different sizes which could be placed this way and that in juxtaposition, to form steps

and bridges and inclines of various heights.

"Why," a bewildered visitor had once asked, "do you have so many things here to climb on? Do you expect to make monkeys out of these children?"

Little did the questioner realize the value of developing free coordination of large



*Odds and ends in which to dress up, and a bar on which to do stunts—what could be more perfect?*



*An old tire and a bit of rope become a swing*

muscles. He had never seen the many transformations in personality that seem to come with the feeling of ability to handle one's body adequately. He had not seen Hortense,



Courtesy Iowa Child Welfare Research Station

*One can make practically anything out of a good set of blocks*

for instance, that small girl who, before entering nursery school, had unfortunately had every step carefully guarded and watched by an overanxious mother and nurse. How Hortense had clung to grownups after her advent in the nursery school! And how rickety her little body had been when, after many weeks, she had made her first attempt to climb the stairs leading into the playroom by herself! Gradually, with many factors entering in, Hortense had timidly begun to do things on her own. But it was not until she had conquered the high board, stretched as a bridge between two packing boxes, that she had seemed to gain within herself the feeling of being able to navigate independently. Her power over the high board had seemed to effect the final bit of unfolding. Possibly it had served to her as a symbol of achievement. At any rate, she had gone back and forth, back and forth across it one morning, a beaming expression on her face, chanting over and over as she went,

"I go by myself  
I go, I go . . .  
I go, I go . . .  
By myself."

When the Christmas toy committee started work, an innovation was planned as an ad-

dition to this climbing apparatus. It was suggested by the *slide* near by. "How provide opportunity for the ever-popular act of sliding without as large an outlay as a real slide entailed?" This led to the discovery that a plank with a strip of linoleum firmly tacked on would serve adequately when propped up on end against a high packing box, and that graduated wooden boxes could easily be arranged to stack from smaller to larger ones as steps.

The committee found also that in the stores many serviceable and inexpensive materials for physical exercise could be gathered. As examples, for pushing

and pulling, there were located inexpensive yet sturdy *express wagons, engines, trucks, and wheelbarrows*. For throwing, large and small *balls* could, for a small cost, be added to the assortment of homemade *bean bags*.

The work of the other sections also progressed rapidly.

#### TOYS TO DO THINGS WITH

THE big problem confronting the section on materials for MANIPULATIVE AND CREATIVE USES was the question of blocks. A variety of other materials were comparatively inexpensive. *Hammers, nails, potter's clay, fresco paints, large-handled brushes, scissors, paste, and papers* were easy to provide at a small cost. Simple *easels* for painting could successfully be built. *Sandboxes* could be constructed inexpensively. With a little ingenuity a great variety of *sand toys* could be provided. Among these were such things as tin cans of various sizes lacquered in bright colors, jar tops, and cardboard ice-cream cups. But blocks were expensive—"frightfully expensive."

"Why," exclaimed one committee mem-



ber, "the dollars just get eaten up when one starts to buy blocks."

"And they are *so* valuable as a play material! Think of all the things children can do with blocks—all the outlets that are provided. From lions' cages to boats, garages, fire stations—cities, even. And all the learning that takes place in connection. . . ."

"Besides, blocks are needed all through primary grades. We must find something. . . ."

A visit to the lumber yard brought the solution.

It was found that out of two by four inch Oregon pine, for a cost of \$6.30, a good home set of *blocks* might be provided containing sufficient pieces to allow for activity unhampered by immediate shortage. The desired lengths for sawing the lumber were figured as follows:

- 50 pieces : 4 inch lengths
- 20 pieces : 8 inch lengths
- 20 pieces : 12 inch lengths
- 20 pieces : 24 inch lengths

In addition, suggestions were made for supplementing this set by roof boards made of thin board ( $\frac{1}{4}$ " x 12") cut into pieces three feet long and costing approximately \$1.00 a dozen. Still another supplement was found at a sash and door plant in the form of varishaped, scrap-lumber mill-ends for twenty-five cents per sack-full.

Many interesting materials for *SIZE AND SHAPE DISCRIMINATION* were also gathered by this committee section. *Puzzles* were made in various ways. Mounting a picture on basswood and cutting this into four or five sections with a jig saw was one way. Yet another way lay in taking linoleum, painting large and vividly colored simple animals on it, sawing these out, and finally cutting them in turn into three or four pieces which could be fitted together to reconstruct the whole animal.

Substitutes for *nested blocks* were made in various ways. Tin cans of graduated sizes fitted into each other were decorated gaily with lacquer. Small wooden boxes of different sizes were also found to fit one in-

side the other. And a most ingenious set was devised by the teacher who exultantly announced one day, "I went to a bottling company, of all places, and found kegs and barrels of different sizes, big and little. So now we've got a set of 'enlarged' fit-ins which are good for physical development as well."

## LET'S PRETEND

THE group on *DRAMATIC AND IMITATIVE PLAY* were tireless in their efforts. When at last the day of the exhibit arrived, their display called forth more comments than any other. They had arranged it out of doors, in one corner of the nursery school yard, in the shade of a tall eucalyptus tree.

A large tin *wash tub* of water contained *boats* and *water toys*, some homemade, some bought, but none costing over fifty cents. *Trains, airplanes, autos, fire engines*, and such were there, ranging from tiny iron ones bought at the five and ten cent store to larger ones of wood or steel, the most expensive of which had cost two dollars.

*Animals* were here, too. There had been some difficulty in finding inexpensive ones; but at last, even though they were not quite sturdy enough, some wooden ones had been accepted from a five and ten cent store at twenty-five cents each, and also some celluloid ones at ten cents. An interested father had cut out some perfect wooden animals with a jig saw, decorated them with lacquer, and contributed them to the collection. Several students had concocted various and sundry "cuddly animals" of gingham and cambrics which, when stuffed with cotton, figured a cost of fifteen or twenty cents each.

*Shovels and trowels* and other *digging implements* were there for the young gardener, or for the child who would for the moment want to dramatize himself into the rôle of street digger or pipe layer.

But the *play house* and its contents, in particular, called forth delighted comments. The house itself had been fashioned out of



two large grand piano boxes. With linoleum on the floor, a roof made waterproof with roofing paper, paint on the walls outside and in, door, hinges and all, its making had totalled a cost of \$11.08.

"I saw a play house yesterday for eighty-five dollars," gasped one mother excitedly, "so of course I thought play houses were out of the question. But now . . ."

"And the *furniture!* Look, will you? It's all made from grocery boxes!"

"And *pillows* and *sheets* and *napkins!* It would be simple to make those."

"And the *doll dishes!* What on earth are they made of?" interrogated another.

She inspected them more closely. "Why, these flat saucers and plates are jar lids, and the cups are those tin tops that screw onto bottles of chili sauce, only when they're painted that way so bright, you don't recognize them."

"The designs on them were made by cutting pictures from magazines, pasting them on, and shellacking them," explained one of the student-guides nearby. "And the *brooms* and *knives* and *forks* and *cooking utensils* all came from the five and ten cent store. None of them cost over twenty-five cents."

"And the *dust cloth*, of course, is home-made."

"And the *dolls*. . ."

Yes, the *dolls!* Several unbreakable ones

were present. Any of them could be duplicated for not over two dollars at the local toy stores. Several rag dolls, made at home, sat with worsted hair and painted faces already showing the marks of earthy, chubby fingers.

## TAKING TURNS

How the children have been adoring this play house," put in one of the nursery school teachers. "We've had to make a rule that only four could come in at a time, or there would have been not even standing room."

"But don't you have trouble getting them to take turns?"

The teacher smiled. "That's part of the social learning that happens so naturally in a directed group."

"Only, I'd be willing to wager that my child wouldn't give anyone else a turn," put in a mother whose small boy, Harry, at entrance four months before had earned for himself the passing nickname of "boo-cow."

Whenever Harry had wanted anything he had gone straight at it. Whether or not it happened at the moment to be in the hands of any other child mattered not at all. Upon meeting any protests or resistance from others, however, Harry would begin to kick and hit out, yelling the while in a thunderous voice. Barbara and Peter had been fascinated.

"He goes boo like a baby," three-year-old Barbara had remarked, shaking her head in disapproval.

"He boos like my cow," put in Peter.

"He's a boo-cow, boo-cow. . . ."

Not so any longer, though! That very morning, he had been in the play house when

(Continued on page 210)



An enchanting play house may be constructed from two piano boxes

# CHILD AND UNIVERSE

BEING SOME EXCELLENT ADVICE ON HOW  
TO GET CHILDREN TO REALIZE THAT THEY  
ARE CITIZENS OF THE WORLD

By FLORENCE BREWER BOECKEL • Education Director, National Council for Prevention of War

MY title is stolen, but after all I do not know a better way to call attention to a book which I wish all parents and teachers who are thinking in terms of world-wide citizenship might read. The author, Bertha Stevens, is herself a teacher. The theme of her book is that man is one with the universe, and she seeks to tell others how it is possible through a study of the earth to bring children into the "realm of what is unchangingly true and basic for all people everywhere under the sun" and to make them feel themselves "a part of a universe, or unifying creation, and of a great cosmic system, subject throughout to the same laws."

To me, it has long seemed that the greatest loss involved in modern city life is the loss of this sense of one's relationship to the earth and through that to the universe. It is the essential foundation for a real feeling of the unity of mankind and for world citizenship. It can, I believe, be given even to little children, though not, of course, in the form of information handed on to them, but as a feeling shared. Against this background of the universe the story of man's life on earth can be told only as one story, and this conception of human history will in turn lead naturally to a sense of world citizenship and to freedom from antagonism or prejudice toward other racial and national groups.

It is true that the inconsistency of this fundamental fact of unity among men with the

prevailing attitudes and customs of our society presents a difficulty. I believe it can best be met by emphasizing the great changes of recent years, the new knowledge we have acquired of the history of the human race, the new means of communication which have overcome the artificial barriers that long divided men, and which have brought men everywhere within sound of each other's voices and will soon enable them to watch each other at work and at play around the world. The faults of today are in many instances due, at least in part, to conditions which no longer exist and will disappear if we can put our children on their guard against inheriting them from us. One way to do this is to teach them early to discriminate between facts which can be demonstrated and opinions which older people express; encourage them to question assertions and to seek proof, and at the same time to test their own opinions by continued observation, and to be interested, not troubled, when they find an earlier opinion was incorrect.

As to the story of man's life on earth, among the books that tell it best, as far as my knowledge goes, are these: *The First Days of Man*, by Kummer; *The Story of the Human Race*, by Coffman; *The World We Live In and How It Came To Be*, by Gertrude Hartman; and, for the somewhat older, *The Story of Human Progress*, by Marshall; and *The Adventure of Man*, by Happold.



Such early foundation impressions must come from the home as much as from the school. The next steps in creating world citizens will doubtless be taken chiefly by the school, but it is to be hoped they will be supplemented, or at least not undermined, in the home. These steps, as I see them, are first, a knowledge of progress from age to age, which is to say of the cooperation from generation to generation of which our present civilization is the result; next, the present extent of economic interdependence among nations, particularly as it is illustrated in local industries and activities; and last, the present cooperation of governments themselves—with their acceptance of a certain limitation of their sovereignty for the sake of the interests of their own citizens—in the fields of communication, of public health, of scientific research, and of the maintenance of world peace.

#### SCHOOLS AND WORLD CITIZENSHIP

IN school work along these lines there has been a very interesting change in the last ten years. In the beginning, the few teachers who made an attempt to teach what may best be described, perhaps, under the general term of "world citizenship," approached the subject as a moral problem attempting to create in their pupils an altruistic spirit of goodwill. Today the whole

approach is very different. World citizenship is not a virtue to be cultivated, it is a fact to be recognized. Someone indeed has said that "the tragedy of our times is that we are citizens of the world and do not know it." But the schools are rapidly accepting this challenge and making world citizenship an accepted fact in the thinking of the next generation. The various ways and means of doing this that are being worked out by individual schools and teachers are highly interesting. Some of them suggest activities that could be carried out by children at home as well, and certainly in the schools of other cities.

In the first place, there are two publications designed for schools which seem to me particularly helpful to have on the library table. One is the *Home Geographic Monthly*,

published by the Home Geographic Society at Worcester, Massachusetts, and the other, *The American Observer*, published in Washington, D. C.

In the schools of Westerly, Rhode Island, a series of exhibits was prepared recently which were put on display in the local library and attracted the attention not only of visitors but of the press. They included a series of cut-outs showing the history of transportation and contrasting Magellan's voyage in 1519 with that of the Graf Zeppelin in 1929; reproductions of works of art of different nations; and maps showing

As Education Director of the National Council for Prevention of War, Florence Brewer Boeckel has had wide and varied experience in educating for peace. She is the author of *Between War and Peace* and *The Turn Toward Peace*, two readable, interesting, and accurate books on the subject of international understanding. Many parent-teacher associations have performed her short play, "The Whole World's Christmas Tree," which appeared in this magazine in November, 1931.

This excellent article will be of great interest and help in developing the *Parent-Teacher Program* on "World-Wide Citizenship" which was published in these pages last month.

the source of raw materials used in local industries and in the manufacture of everyday commodities. In connection with these exhibits, residents of the city loaned a large collection of articles from foreign countries and these were arranged in a special room in the library.

In Riverside, California, domestic science classes prepared a series of suppers of typical meals of various countries, an idea which clubs or church groups could carry out. In Denver, classes in science made a miniature planetarium which was on display when the World Federation of Education Associations met there, and which certainly indicated that the students were acquiring a sense of the universe. Other science classes have worked out exhibits and auditorium programs showing what our civilization owes to the scientific discoveries of older civilizations, what modern scientific discoveries are raising new problems in international relations, how all great inventions are due to the work of scientists of many nations, and the lines of scientific research in which governments are cooperating. This last topic is made particularly interesting by the Polar Year project which is now being carried out by a group of nations in the interest of more accurate weather reporting. There are many books for home reading which cover at least some of these ideas; one of the best is *Heroes of the Scientific World*, by Gibson.

In several states, special courses have been worked out for certain grades in all the schools, and in various cities there are full year projects involving practically all school classes. For instance, in Oregon, a course in world history for the ninth grade aims to lead the students "to see institutions as changing, rather than as permanent, to give them a conception of the fact that no nation

is isolated and a desire to incorporate in our civilization the spiritual values of other countries." In West Virginia, a junior high school geography course has been worked out with the idea of developing an understanding of the economic interdependence of nations and of the characteristics and customs of the people with whom the greater part of the trade of the state is carried on, with the underlying idea that "no nation can live alone and that its destiny will depend upon its attitudes and methods in dealing with other nations." In the schools of Cleveland, a social study course has been introduced in which the major unit each semester has to do with problems in social cooperation, including religious, race, and international toleration. In connection with this effort to develop toleration, and carrying out the idea of the National Congress of Parents and Teachers when

"Those who wish to contribute something to the creating of a world fellowship can begin at once by doing a single act of friendship for some person in a group that they dislike."

—HENRY NEUMANN

it recently adopted a plan for promoting international understanding among its adult members as a necessary basis for promoting it among children, there is a particularly helpful book, and also a college course available in abbreviated form for use at home, designed to overcome the commoner prejudices, which deserve to be widely known. The book is *The Art of Straight Thinking* and the course is called "A Course on Prejudice." Both are by Edwin L. Clarke, now teaching at Rollins College, Winter Park, Florida.

## COMMUNITIES AND THE WORLD

I AGREE heartily with the National Congress of Parents and Teachers that the older generation must be taught new attitudes and new ways of thinking if children are to learn them. It is for this, among

(Continued on page 213)



*This little blind child runs and plays in the yard. He keeps his pet pigeons and bantams in a coop on the shed and climbs the ladder to care for them himself*



*Courtesy  
Cleveland Public Schools*

## NORMAL LIVES FOR THE HANDICAPPED

AN ARTICLE WHICH SHOWS HOW WE  
CAN HELP THE HANDICAPPED CHILD TO  
HELP HIMSELF

By MARION L. FAEGRE • Assistant Professor, Institute of Child Welfare, University of Minnesota

WHEN the neighborhood boys gathered in the vacant lot next his home for the after-supper game of baseball, Jack was hardly ever among them. More often than not, he sat disconsolately on the doorstep, a pathetic figure.

Why was he always left out? Was he a bully, or a tease? Did he play unfairly, or whimper, or complain? No, Jack was just "queer." It was not so much his shrunken leg, the boys agreed, or his shriveled hand that kept him apart from them. There were many games not quite so active as baseball in which Jack might, and of course occasionally did, take part. No, the children agreed, when taken to task by their parents for leaving Jack out of their fun, he was just too "queer," and "too much of a baby."

The pity of it, which the children did not know, was that Jack's queerness had been brought about by the mistakenly directed

kindness of his family. When, in an epidemic of infantile paralysis, Jack was crippled for life, the disabling of his arm and leg was not the worst injury that fastened upon him. Careful, prompt treatment kept the muscles in such condition that he could walk and use his arms and legs with a fair degree of ease, though speed and accuracy of movement never would be his. But the kindness and lavish sympathy with which Jack had been surrounded, first when he was still helpless and later because of the sorrow his family felt at the thought of the many things from which he was cut off, had the effect of making him dependent and unready to make the effort necessary to take his part naturally. He was made the center of so much attention and misguided kindness in his home that he soon began to expect the same treatment from others. The handicap of crippled children is often thus aug-



mented by the very natural, but thoughtless, desire of their families and friends to make up to them in some part for their misfortunes.

### CARING FOR THE CRIPPLED IN RURAL DISTRICTS

FINDING crippled children early, and affording them prompt medical attention and educational care, is of prime importance. Various studies have shown that the greater number of crippled children are afflicted before they are of school age. Infantile paralysis, bone tuberculosis, and rachitis are responsible for about three-fourths of all the cases. All of these attack very young children. Infantile paralysis, especially, prevails in rural communities, and it is the country child whose problem up till now has had comparatively little attention.

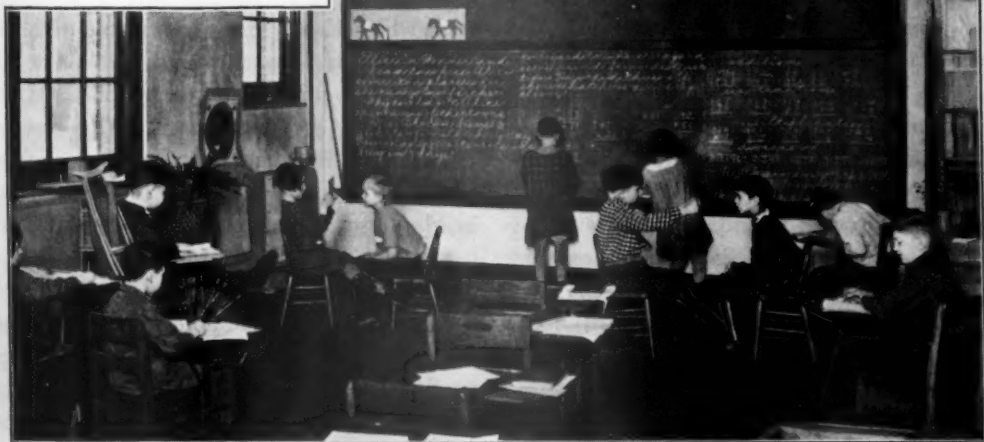
Several methods of providing educational and vocational care in rural districts have been found practicable. County-wide classes, with close cooperation between the local health and welfare organizations and the schools, have worked out well in Ohio and Illinois. A second scheme has been the arranging of transportation to special schools

for children needing the service. Wisconsin has a comprehensive plan of this sort. Five states have made arrangements whereby the crippled children from the country are cared for in a central hospital school or in some other school adapted to the purpose; while three states—Wisconsin, Ohio, and Michigan—have found it practicable to board children in homes near special schools or classes. "While taking children from their own homes is not to be generally recommended, it is found that in the case of the crippled child, removed from the narrow outlook of his home and the emotional attitude of his family, and given the companionship of children of his own age who are handicapped as he is, he ceases to be the household tyrant and develops rapidly in self-control and initiative." Only as a last resort is home teaching advocated for reasons that appear obvious.

If Jack, for example, had gone from the start to a school where he saw children struggling under difficulties as great as his own—and often greater—he might have avoided the development of those embarrassing peculiarities that now make it hard for him to adjust to the life in which he might otherwise be able to take a nearly normal part.

*A typical classroom at the Dowling School, Minneapolis*

*Courtesy Minneapolis Public Schools*



December, 1932

## CARING FOR THE BLIND

THE development of special schools and classes to meet the needs of children with various kinds of physical handicaps has been of slow growth. Barely thirty years ago the public schools had no classes for the blind, and at the present time only about twenty cities make provision for Braille classes. Few people realize the extent of the handicap of the blind child, the fact being that unless training began when he was a baby he has had no opportunity for the necessary exercise of his muscles and of his faculties. Most of the stimuli to activity, both mental and physical, come through the eyes. "Blind babies must be painstakingly taught the simple little things which other babies learn through imitating what they see." The blind baby needs extra careful attention on the physical side. An example of the difficulties that may arise for a blind child is the orthopedic trouble that often results from the throwing out of the feet, a device adopted to keep from hitting objects while walking. This and many other physical defects growing directly out of the child's blindness may be prevented by proper care, or corrected by training begun early. What can be accomplished in the way of prevention is shown by the program adopted in Cleveland, where a visiting teacher helps mothers to train their blind children of pre-school age.

"The kind of home training furnished by the visiting teacher is not of the nature of school subjects nor should I call it as complex as 'handwork.' We aim to assist in the development of the simple achievements of the normal child, that is, dressing and undressing self (including toilet care); feeding self; climbing up and down stairs; going about the house unaided; running freely in open spaces; jumping; ability to handle toys, such as building blocks, wooden beads, dolls, wagons (both toy and real), other drag toys, sometimes nail hammering, etc.; an understanding of or acquaintance with as many

things as possible in his physical environment. A very important part of the training is to prevent unwholesome and maudlin indulgence on the parents' part, to secure more satisfactory and constructive discipline, and to build up in both parents and child a better attitude toward his handicap."

## EDUCATING THE DEAF

A HANDICAP less strikingly noticeable to the casual observer is deafness. The deaf person is equally to be pitied with the blind, for while his disability is not so great in one sense, he is caused many hardships because other persons are unconscious of it.

A distinction should be made between the deaf and the hard of hearing. The deaf child is one who either was born deaf or became so before he had developed the ability to use speech, or so soon after that language, and thus communication with those around him, has been lost. Deafness, if not congenital, occurs early in the child's life. Relatively few children, apparently, become deaf after the age of ten. Meningitis, measles, scarlet fever, and influenza rank high as diseases causing deafness.

Early recognition of the condition of a child who has become hard of hearing is of extreme importance. In many, many instances children spend years in the public schools, "writing a little, drawing a little, idling most of the time, losing the power of attention, and sinking into a lethargic state which closely resembles feeble-mindedness." It has been estimated that about 18 per cent of children in the public schools have definite hearing defects. The cost of having such children repeat grade after grade is certainly more than the cost of giving hearing tests and providing adequate medical care and education.

A large percentage of cases, if discovered early enough by the audiometer tests, can be remedied. Those who need to be put in lip reading classes should be re-examined yearly or oftener, so that if there is improvement

they can go back to regular classes.

Several plans have been worked out which offer useful suggestions. Sometimes a teacher of lip reading goes from school to school; in another case children go once or twice a week to a school used as a center for several neighboring schools. Again, a school may be set aside for the deaf and hard of hearing; or one room in a building may serve as a center where the hard of hearing children come from their respective classrooms and where a specially trained teacher, who handles only deaf children, gives them lessons in the helpful art of lip reading.

Deaf and hard of hearing children are peculiarly a prey to emotional difficulties. Because they are constantly at a disadvantage they very easily develop feelings of inferiority, of discouragement, of apathy and dullness. The child who has

frequent failures because he is unable to hear is almost bound to feel resentful. The child who is always outside of jokes, conversation, and explanation is all too likely to give up in despair.

Testing is possible in groups of forty or less using the 4-A or phono-audiometer. The preschool child, of course, is not reached by such tests; therefore it should be the effort of every parent-teacher group to see that preschool children in whose cases deafness is suspected should have opportunities for testing at clinics, and that those in whom defects are found should have proper care. A survey of preschool cases is made in connection with the Summer Round-Up work of local units of the National Congress of Parents and Teachers.

## OTHER PHYSICAL HANDICAPS

UNDER the heading "Children of Lowered Vitality" are grouped many who, because their defects are not outstanding or spectacular, as are those of the blind or the crippled child, are overlooked and left to struggle along as best they can until their handicaps become severe. Malnutrition, heart disease, and tuberculosis stand out prominently among these defects, but encephalitis, epilepsy, and fatigue are other difficulties found often enough to present serious problems to parents and teachers.

Because these defects are invisible to the unpracticed eye, they constitute a great hazard to the children who possess them. Our sympathy goes out readily to the cripple, but we frequently feel only distaste for and aversion toward the thin, drab,

anemic child. The post-encephalitic child is more likely to engage our wrath than our pity, for we fail to realize that his peculiar behavior is a result of disease rather than of plain "orneriness." "Children previously well adjusted often show a total change in character and disposition after this disease." Psychological examinations are imperative here, as in the case of the epileptic child. Placement in outdoor classes or, in case classroom work is not thought desirable, outdoor occupations, such as the raising of flowers or chickens, have been found successful in lessening the handicap of such children.

The malnourished child is present in such numbers in our schools as to be often completely unnoticed, a commonplace so usual and familiar as to excite no comment. While



*Courtesy Minneapolis  
Public Schools*

*Deaf boys and girls learn to read lips at the School for the Deaf, Minneapolis*

parents are not always blamed for many kinds of physical defects, malnutrition is essentially a problem of the home. It is found among children of the well-to-do as well as among the children of the poor, a fact indicating that the care given the child is often inadequate even when conditions are supposedly good. It is the unsuitability of the diet quite as much as lack of sufficient food that accounts for the flabby muscles or the poor color of the child suffering from malnutrition. The child who eats irregularly, who is allowed to overeat on foods containing starches and sugars, perhaps, rather than given a diet in which fats, carbohydrates, and other elements are carefully proportioned, is as frequently the victim of malnutrition as is the one whose parents cannot supply the milk and green vegetables and eggs that contribute to the child's health. The child who is malnourished is unready to fight off any disease which attacks him, and consequently is more frequently the victim of tuberculosis or other troubles that might otherwise pass him by.

We have not space to discuss the various other physical disabilities by which many of our children are prevented from developing to their fullest extent, in mental poise and emotional well-being. One only of these additional difficulties may be mentioned. The seriousness of speech defects is brought home to us by the knowledge that there are over a million children in school today who need speech training. This number does not include children who have left school before the age of eighteen. A great need in the field of speech training is for the establishment of institutes for research. We need to know much more about the cause and pre-

vention, the training and treatment of speech disorders before real progress can be made.

## THE CHALLENGE

THE extension of special education to all physically handicapped children who require it is the challenge that confronts us. The work of prevention, of early discovery, of adequate training along vocational lines, costly as it seems, would be small as compared with the cost to society of the old *laissez faire* policy. The cost in money of our neglect and ignorance may be great, but the cost to the children whose lifelong mental health is endangered by poor early training, or lack of real understanding of their needs, is far greater.

*(This is the second of three articles dealing with the exceptional child, written for CHILD WELFARE by Marion L. Faegre, Chairman of the Congress Committee on the Exceptional Child. The first one, entitled "Our Exceptional Children," appeared in the September issue. The third article, which will appear in a future issue, will deal with the mentally handicapped.)*



## SHINING AT CHRISTMAS

By RUTH CLARK COFFEY

Shining things for Christmas!

Shining little trees;

Lighted wreaths in houses,

Oh how lovely these!

Shining gifts in windows,

Stars in clear cold skies;

None can match the glory

In little shining eyes!

*the mentally handicapped.)*

ALL who deal with children in any way exceptional—the physically or mentally handicapped, or the gifted—will find of great interest, practical help, and encouragement "Parents' Problems with Exceptional Children," by Elise H. Martens, Senior Specialist in the Education of Exceptional Children, Office of Education (Washington: U. S. Department of the Interior. Bulletin No. 14. 10 cents). This booklet is especially valuable for parents who face the problem of the training and education of such children.



# GETTING ACQUAINTED WITH MONEY

LESSONS IN THRIFT MUST BE DIFFERENT FOR DIFFERENT CHILDREN

By J. ROBERT STOUT • Chairman, Executive Committee of the National Thrift Committee

**S**PEAKING of a grandchild, a woman was recently heard to say, "I don't know what children in this age are coming to. My children were not so thoughtless or so disagreeably self-sufficient as my grandchildren are today."

Grandmother, of course, did not realize that she was making an unfair comparison, and, what is more important, she did not appreciate that she was expressing a prejudiced viewpoint. There was some truth in her statement, but she failed to recognize that all children are different—not only the children of one generation as compared with those of another generation, but also children of the same generation. The indulgent parent of yesteryear has the happy faculty of remembering the virtues and forgetting the delinquencies of his children.

This is being written in the middle of September, when millions of boys and girls are marching back to school. The problem that their education presents does not relate particularly to the curriculum, nor to the form in which knowledge is to be presented for study and absorption. No doubt the American formula, widely used throughout the school system, approaches a standard suited to its purpose. The great hindrance to providing practical education for the masses lies in

the vast fundamental differences in boys and girls.

## SUITING THE LESSON TO THE CHILD

**T**HERE is perhaps no part of the training of the child that requires a suiting of the lesson to the nature of the pupil more than his education in the subject of thrift. It is the height of absurdity to attempt to lay down a set of standardized formulas for the development of thrifty habits for even two children, let alone the children of a family, a school, or a community.

Most children are born with the instinct for saving, which of course in its primitive state is the instinct for possession. From the very beginning children husband their resources in the form of those things which they soon come to recognize as their very own. The mother of infantile vandalism, not unlike the mother of adversity, is overproduction. This is proved by the lessening respect and admiration that children have for their toys as their number increases. Even

in these earliest manifestations there is a wide difference as to the extent of native thrift inclination, and the age at which it first appears. So here is the first point to be em-

"It is conceded by those who have anything to do with people that the hope of future stability lies in developing a race which will have enough sense to lay aside reserves during times of plenty so that there will be something to use for spending money when the business cycle turns west."

—SUSAN SHAFFER DIBELKA



phasized: that the development and the encouragement of thrifty habits are possible only when natural inclinations are fully taken into account and the immediate environment is fully understood.

A child who spends every available penny for sweets to satisfy a ravenous appetite is not properly a subject of comparison, as regards thrift, with a child who, on account of a delicate constitution and lack of appetite, never spends anything for a sweet. The attempt to develop self-denial in such a super-healthy child is, as a thrift lesson, a hopeless waste of time and energy. The child who lacks assimilation may be strongly tempted to indulge in other extravagances; hence the absolute necessity of suiting the lesson to the individual.

With many children there is a period of vandalism, wanton waste, and general destructive abandonment. In some children the impulse may go no further than a superficial generosity. This is the give-away period, when all possessions are handed around to friend and foe alike; or at this same early age, contrariwise, stinginess even to a mean degree may become a family problem. Penalizing a wasteful child by denial is rarely a cure. It may help if indulgent parents do not weaken, but a much wiser course is to provide employment of time and energy removed as remotely as possible from opportunity to waste.

If a child cannot exercise due care in adjusting the radio dials, or putting things in their proper places, he should be directed to find his fun with a stick and a pile of sand, or other innocuous pastimes that require no sense of responsibility. He will soon exert himself to prove his capacity in more advanced pleasures. Most children enjoy the thrill of accepting responsibility, and if thoughtless waste is persisted in, it may be partially cured by pointedly refraining from entrusting to such children the numerous more pleas-

ant duties in daily life, such as feeding the rabbits, steering the boat, serving refreshments at parties, etc. Some such program executed with sympathetic patience will help to cure wasteful habits; but here, again, it should be remembered that the cure must be peculiarly suited to the health, the temperament, the environment, and the circumstances of the family.

### TEACHING THRIFT HABITS

IN these brief paragraphs it is possible to touch only sketchily upon various phases of thrift teaching:

1. There should always be prescribed limitations upon family money talk except as it is directly related to family surplus. In many families there is entirely too much loose discussion of the family income. It has an exceedingly bad influence on the children. There are only two occasions or circumstances that justify money talk in the family circle. First, the cold, unalterable fact of whether the fixed family expenses are too high, and second—if they are not too high and there is a monthly net surplus—what disposition is to be made of the surplus.

One good way of restraining idle "money talk" in the family is to form the habit of interpreting values by other standards of measurement than money standards. While it is true that this civilization widely uses money as the medium of exchange, it is equally true that the rearing of a child with only a money measure of value not only removes the romance of correlating the small things in the pattern of life, but develops a one-track mind which sees money in distorted proportions. It is a sure way to stultify resourcefulness.

2. Parents should inform themselves regarding the source of all material things in common use, and for the most part the gathering of such information will not



only prove interesting on its own account, but passing it on to the child can be made a real adventure. It is surely much more interesting to the mother to relate the origin of the material of which a beautiful hat is made, to explain the training necessary to design the style, and to describe the processes of the manufacture from crude materials into a decorative ornament than to quote its price. Such description of the origin, the beauty, and the utility of a piece of headgear is a pertinent, direct, and fascinating thrift lesson and will inspire greater and more lasting respect for the article and a more enduring pride in ownership than would the bald, boastful statement that the hat cost \$18.00.

This is a single illustration of the multitude of interesting subjects that not only enliven interest in family necessities and their uses, but help to bring boys and girls up to the age of maturity with a vast fund of practical knowledge out of which a true sense of proportion and values is bound to develop.

3. Early training in the spending of money is a prime essential of thrift training. Space will not allow a detailed account of the multitude of methods by which money may be used in the practical everyday process of imparting a sense of comparative values to children. Most of these perhaps are well known, but here again the method must conform to the peculiar requirements of the child. There is always more or less thrift teaching going on. It varies according to family circumstances. When it takes the form of preaching or a series of ineffective "don'ts" it has nothing of permanent value. Far better is it to teach by actual experience.

Last summer a woman of our acquaintance who has two young sons contributing to the support of the household expected to spend

a few days away from home. She left with the boys ten dollars to cover possible purchases of groceries and incidentals, with instructions for them to write down carefully a record of every purchase made. Her stay lengthened first to a week, and the boys wrote that they were getting along well, had plenty of their own money to carry on, and were keeping their record carefully. Almost three weeks elapsed before she returned, to

be greeted with almost abject apologies from the boys because of the length of their list. To the boys the number of items purchased in eighteen days seemed enormous, and they were shocked at the total made by merely adding quantities of ten and fifteen cent items. To the mother, however, the record was merely a typical count of the way money goes out to keep a house in ordinary running

routine. The boys had had no idea of where the money went that they gave toward the household expenses until they came actually to pay it out, "in small dribblets." A valuable experience, certainly, for those young men, and one that will be appreciated by their wives when they have homes of their own!



#### THE MENTAL APPROACH TO THRIFT

THE ability to acquire habits of thrift is largely an attitude of mind, and this is difficult to develop by a set of standard rules and regulations. The ability to teach thrift also depends entirely upon an attitude of mind, and this, too, cannot be based upon a set of standardized rules. In any community the percentage of thrifty people and the degree of their thrift capacities is measured by the yardstick of their intelligence. An attitude of mind resulting from sound precepts and a proper sense of proportion is one that consistently precludes the possibility of being stupid. One who

rarely does stupid things is usually thrifty, because the quality of judgment apparent in his ordinary conduct extends to the management of his affairs.

### THRIFT AND SUCCESSFUL LIVING

AND finally, I wish to emphasize the fact that the aim and end of all training of childhood is toward successful living—a fine balance between the material and the cultural sides of life. The generation in the schools during the period of prosperity following the War suffered because of the emphasis of society upon material well-being, and the period of depression through which we are now passing is the harder for them to bear because of this. A saner view of life is a necessity in the adult generation so that the adolescent mind may keep its steady balance equally in times of prosperity and in times of adversity. Parents may not with safety indulge in all sorts of extravagances during periods of superabundance. By so doing they set a family standard which becomes difficult to modify, especially so far as the children are concerned, in times of financial stress.

Twice very recently there have been in the daily papers reports of suicides of children, committed because their parents could no longer afford exclusive private schools and had enrolled them in public high schools. What a commentary on the present social standard of values in democratic America! It is incumbent upon parents and teachers to instil a saner, more honest, and more healthy view of life. They should explain that material things are valuable only as they bring a wider appreciation of a cultural life and a better rounded existence, and that it is the duty and privilege of everyone to enjoy living, over and above the struggle for material existence. The mechanics of living is not so important as living itself, and management of the business of living is important only as a means to more living.

## DECEMBER

By MARY LOUISE CORRIGAN

December is not beautiful, you say,  
It is unhappy.  
It sighs with winds,  
It weeps with rainfalls,  
It knows not laughter.

But . . .

If you should, at nearing twilight,  
Look at sky of blue and ivory  
Through the branches of an oak tree,  
You would see some striking color,  
You would wish for soft, black laces  
Over silk of blue and ivory.  
Or in fog that blankets campus  
See a lovely, beck'ning vision,  
And in foghorns from the river  
Hear the plaintive, wailing voices.  
Weird, you say,  
Ah, yes, but weirder  
Are the figures in my fire,  
Gaudy fire, graceful figures,  
Dancing, dancing, disappearing,  
And in ocean, aimless, blinded,  
Angry as December snowfall,  
Do you hear the softest chanteys?  
Love them, keep them in your mem'ry.

There is sadness in December,  
You are saying.  
Then I argue,  
What of Christmas joy, so festive?  
Hear the carols sung in churches,  
See the groups of merry children.  
Gay, you say,  
Ah, yes, and happy.



This poem was awarded the highest prize given by the Providence, Rhode Island, *Journal* for junior work done in that city in December, 1931. Its author is in her second year at high school.—EDITOR.

# A Good Beginning in Self-Help



Busy, Interested  
Independent

Helping Herself  
Creates  
Interest in  
Eating

COURTESY U. S. BUREAU OF HOME ECONOMICS



# THE ELVES AND THE SHOEMAKER

THERE was once a shoemaker who, through no fault of his own, had become so poor that at last he had only leather enough left for one pair of shoes. At evening he cut the shoes which he intended to begin upon the next morning, and since he had a good conscience, he lay down quietly, said his prayers, and fell asleep.

In the morning when he had prayed, as usual, and was preparing to sit down to work, he found the pair of shoes standing finished on his table. He was amazed, and could not understand it in the least.

He took the shoes in his hand to examine them more closely. They were so neatly sewn that not a stitch was out of place, and were as good as the work of a master-hand.

Soon after, a purchaser came in, and as he was much pleased with the shoes, he paid more than the ordinary price for them, so that the shoemaker was able to buy leather for two pairs with the money.

He cut them out in the evening, and next day, with fresh courage was about to go to work; but he had no need to, for when he got up, the shoes were finished, and buyers were not lacking. These gave him so much money that he was able to buy leather for four pairs of shoes.

Early next morning he found the four pairs finished, and so it went on; what he cut out at evening was finished in the morning, so that he was soon again in comfortable circumstances, and became a well-to-do man.

Now it happened one evening, not long before Christmas, when he had cut out shoes as usual, that he said to his wife: "How would it be if we were to sit up tonight to see who it is that lends us such a helping hand?"

The wife agreed, lighted a candle, and they hid themselves in the corner of the room behind the clothes which were hanging there.

At midnight came two little naked men, who sat down at the shoemaker's table, took up the cut-out work, and began with their tiny fingers to stitch, sew, and hammer so neatly and quickly, that the shoemaker could not believe his eyes. They did not stop till everything was quite finished, and stood complete on the table; then they ran swiftly away.

The next day the wife said: "The little men have made us rich, and we ought to show our gratitude. They run about with nothing on, and must freeze with cold. Now I will make them little shirts, coats, waistcoats, and hose, and will even knit them stout stockings, and you shall make them each a pair of shoes."

The husband agreed, and at evening, when they had everything ready, they laid out the presents on the table, and hid themselves to see how the little men would behave.

From *Tales of Laughter*, edited by Kate Douglas Wiggin and Nora Archibald Smith. Reprinted by permission of Doubleday, Doran and Company.





Drawn by Elizabeth  
McKinstry for "Tales of  
Laughter"

At midnight they came skipping in, and were about to set to work; but, instead of the leather ready cut out, they found the charming little clothes.

At first they were surprised, then excessively delighted. With the greatest speed they put on and smoothed down the pretty clothes, singing:

"Now we're dressed so fine and neat,  
Why cobble more for others' feet?"

Then they hopped and danced about, and leaped over chairs and tables and out at the door. Henceforward, they came back no more, but the shoemaker fared well as long as he lived, and had good luck in all his undertakings.

The stories for children which appear each month in CHILD WELFARE have been selected for use in this magazine by Miss Mary Gould Davis, Supervisor of Story-Telling in the New York Public Library, from the best of children's literature.

WE know that the industrial openings for young people between fourteen and sixteen are in most cases blind-alley, repetitive jobs, demoralizing rather than stimulating to the children employed at them. Such use of youth is vain and wasteful. But we know also that our present educational provisions do not meet the needs of all children up to sixteen. Newer, more vital, more significant types of preparation for satisfactory living must be evolved in our school system, so that if we prohibit the employment of children up to sixteen we may at the same time provide fruitful experiences to fill these years and turn out more valuable citizens to the State and to industry when they do enter on their productive years."

—HON. FRANKLIN D. ROOSEVELT

---

---

# ~ All-Round Health Course ~

## THE FOURTH LESSON

FOR STUDY GROUPS, PARENT-TEACHER ASSOCIATIONS, AND INDIVIDUAL PARENTS



### SAFETY IN THE HOME

By GERTRUDE ZURRER

THE average home may be wholesome. It may be serene. It may be secure. But it is *not safe*. The American home is today the scene of more accidents than are all the factories, the mines, the railroads, and the industrial establishments in the land.

There were more fatal falls in our homes last year than in connection with the erection of all our great skyscrapers and bridges. There were more burns, more deaths from minor cuts and scratches, more fatalities from asphyxiation and suffocation than in all industry. During 1930, 30,000 people were killed in home accidents and nearly 4,500,000 were injured. These are particularly tragic facts, made so by the natural desire to believe in home as an institution where parents protect and serve their children.

What types of accidents occur in homes? *Falls* come first. Nearly 50 per cent of the total home fatalities in 1930 were due to this cause. One-third of these falls occurred on stairways and steps. Next in order of frequency occur *burns* and *scalds*, *asphyxiation* and *suffocation*, *poisons*, and *cuts* and *scratches*.

1. What are some of the commonest causes of accidents in the home? How may such accidents be eliminated?
2. What protection should the home have against fire?
3. What homemaking tasks may children perform with safety?
4. Make a list of safe equipment for the home, and compare it with a list of similar equipment which is not safe.

The underlying and fundamental causes of these various types of accidents are rather few in number but frequently far-reaching in their results, oftentimes difficult to improve. They are: unsatisfactory home conditions, carelessness, and lack of in-

formation and skill. They form parts of the larger problems of home building, equipment, and management.

The President's Conference on Home Building and Home Ownership, through the report of the Committee on Housing and the Community, analyzed these interwoven problems.

#### BUILDING A SAFE HOUSE

WHEN construction of a house is contemplated, careful thought should be given to neighborhood traffic conditions as well as to many other factors. Street conditions immediately adjacent to the house are of utmost importance. In so far as possible the homes of small children should be located well away from streets carrying a heavy volume of automobiles, trucks, busses,

and street cars. Houses should be so located on the building lot that the maximum of play space is available, particularly backyard play space. Playing in streets not closed to traffic is always dangerous. This danger increases with the volume of traffic, of course, but it is present in apparently quiet suburban sections. The well-known parental direction, "Now, you play right around close to the house," is not always wise. During a recent two-year period, three-quarters of the children killed and seriously injured on the streets of the city of Chicago were the victims of accidents occurring within two blocks of the houses in which they lived.

The principles and materials of fireproof construction, now so generally applied to schools and office buildings, should be extended into the construction of private houses. It is now entirely feasible to construct houses with fireproof outside walls, floors, roofs, and interior partitions. Steel, concrete, clay tile, slate, plaster, asbestos board, and several other types of fire-resistive materials can be used advantageously in the construction of a modern, moderately priced house. In particular, the walls about heating units and outside of roofs should be of fire-resistive material. Steep stairs should be avoided and steps in each flight should be uniform in height and width. Wind-ing stairways seem to invite falls, as do doorways at the head of flights of stairs when sufficient landing room is not allowed. All stairs and steps should be adequately lighted. Handrails are valuable, particularly on cellar stairs

where it is possible to fall over the side of the stairs. A gate should be placed at the head of stairs in houses where there are small children.

### SAFE EQUIPMENT

IN the safe equipment of a house, first thought must be given to its heating apparatus. As already stated, basement furnaces should be surrounded by fire-resistive walls, overhead as well as side walls. Fuel should not be stored immediately adjacent to stoves and furnaces. Ashes should be placed in metal containers only. Gas and electrical equipment should be standard in construction and installed by competent workmen. Appliances should be located with proper relation to the work they are intended to do. Gas connections must be carefully made; ventilation must be sufficient to burn the gas completely; and fumes must be carried off. In the installation and use of electrical equipment proper grounding and fuses are particularly important.

Fire hazards exist in the most carefully constructed houses, particularly in basements and kitchens where home fires most frequently break out. Many of these fires are very small in the beginning and their spread could be prevented if each home had sufficient portable fire extinguishers, maintained in good condition, and a sufficient volume of water for use in an emergency. Extinguishers are particularly valuable in rural and suburban areas where the water supply is limited or entirely lack-



*Photographs courtesy National Safety Council*

*Standing on a rocking chair is an almost certain way to get a fall*

ing. The common soda and acid type of extinguisher is satisfactory for home use.

### SAFE BEHAVIOR

WHILE a properly constructed and equipped home is essential to home safety, the condition of the house alone does not guarantee the protection from accidents which is necessary to happy home life. Carelessness and lack of skill on the part of individuals living within a good house frequently result in injury and death. Not very long ago a young mother was seriously injured while feeding small pieces of children's clothing into a wringer attached to an electric washing machine. There wasn't anything wrong with the machine or the manner in which it had been installed. There was a definite lack of skill on the part of the homemaker, a failure to fold small pieces within a larger piece of clothing before running them through the wringer.

Stairs, satisfactorily constructed and lighted, are again and again the scene of accidents because of the use of the stairway as a store-room. Many small cuts and scratches, resulting in pain and inconvenience, come from a failure to use sharp knives and pointed objects with skill.

Many times lack of skill and carelessness on the part of the homemaker result in



*Children must be taught early just how to be safe in the kitchen*

injury to her children. Not long ago a young child became temporarily unconscious when an alarm clock fell on his head. His mother had removed the clock from a shelf for winding. In returning the timepiece to its accustomed position, she placed it dangerously near the edge of the shelf. A moment later the clock fell forward and struck the baby's head. Parents are responsible for the safety of their preschool children. That this responsibility

is not realized or met is apparent from the fact that accidents rank third in importance as a cause of death to children under five years of age, according to the reports of the United States Bureau of Vital Statistics.

Perhaps it is unfortunate that children spend so much time playing near mothers who are preoccupied with work. The kitchen is always a busy place for a mother, a source of never-ending interest to children. The work done there is of great importance to the success of a home. Let the children have their share in it. Without doubt most children spend quite a lot of time in this particular part of the house during their growing-up years, but is there always a sharing of the kitchen?

As it is the main work-room of the house it is difficult to see how a kitchen can be a safe playroom at any time. There are more in-



*What's wrong with this picture?*



herent hazards in the kitchen perhaps than in any other room in the house, but this does not mean that it must be the most dangerous place in the house. It simply means that proportionally more care is needed when fire and hot substances, machinery and sharp instruments are constantly in use. It means that the kitchen should not be a workroom for the mother alone and a playroom for the children. Rather, the kitchen must become a workroom which the mother and children share.

In every household there are times when one member of the family is called upon to do an unusual job. The father may have to cook the breakfast. The mother may have to start a fire in the furnace. But much simpler shifts in the work occur every day and little thought is given to them. A child is sent to the kitchen to turn the gas down while the mother is talking over the telephone. A child is asked to bring more bread to the table. There is no reason why children should not be asked to help in this manner, but if they are expected to perform these tasks efficiently and safely they must be allowed to share in the work of the kitchen long before specific tasks are required of them. Instruction on how to be safe in the kitchen is necessary, just as instruction on how to cross the street is necessary.

This instruction must begin when the child is brought into the kitchen as a baby. According to his age he will learn by various methods. The first principle of teaching safety is based on personal discipline and habits. Care and thought are always necessary. The second principle is one of association. The stove should mean heat, and call for caution at all times. A child will

observe that caution is always used near the stove and will himself approach it with caution when occasion arises. Care should be used when handling sharp instruments. For the sake of an observing child, knives should always be used in a proper manner.

There are countless instances where it is necessary to slowly build up proper associations in the minds of children. There are other instances where it is necessary to respect associations already developed. Suppose the taste of a sweet liquid is associated in the mind of a child with the act of pouring something from a bottle. Then a child will naturally taste the contents of bottles that come within his reach. Suppose a child knows that

#### A FEW PROJECTS FOR THE HOME

1. Repair all worn stair treads, porches, railings, and dangerous chimneys about your house.
2. See that walls and floors near furnace and stoves are well protected from heat.
3. Provide a well-protected play space for your children, either about your home or, with other parents, at a central place in the neighborhood.

the cup from which he ordinarily drinks milk is kept on the kitchen table. Then he cannot be expected not to desire other cups on the kitchen table merely because they happen to contain very hot coffee, or some other fluid harmful to him.

It is not possible to point out every accident risk in a kitchen or about a house, because every kitchen and every house is different from all others. The principles of care and thoughtfulness apply everywhere.

#### SUGGESTED READINGS

"Home Safety Lessons." New York: National Safety Council, 1 Park Avenue. Set of 6. 10 cents per set.

*Housing and the Community—Home Repair and Remodeling.* Washington: The President's Conference on Home Building and Home Ownership, New Commerce Building. \$1.15. Chapter IV. (Make checks payable to James Ford, Editor.)

"Safety in the Household." Washington: U. S. Department of the Interior. 15 cents.

(The fifth article in this study course on All-Round Health will be "Essentials in School Health," by James Frederick Rogers, M.D., and will appear in the January issue.)

# CHILD WELFARE

*The Official Magazine of the National  
Congress of Parents and Teachers*



THE GRIST MILL

## The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.



DECEMBER—the month which has come to be synonymous with the important holiday which falls in it. It is a happy, gala month all over our land—and in many lands. The

Christmas season brings a common joy, a desire for more sincere personal living and a more Christlike spirit in a sorry, harassed world.

In every home there is unwonted activity. The youngsters are eagerly preparing little surprises for family and friends. The older boys and girls are coming home from school and college for family reunions and holiday sports. Father and Mother are plainly busy and happy.

The parent-teacher association becomes the center of a special party, or program, or play at its December meeting. In its preparation fathers, mothers, teachers, and children are participating.

Because Christmas is the time when we sing of peace on earth, the *Parent-Teacher Program* for this month, which was published in the November issue, is devoted to a discussion of ways and means of attaining it. World peace will never be realized and we shall never be able to establish goodwill

among nations until we first attain abiding peace within our homes, within our immediate neighborhoods, between adjoining towns and states. World peace does not depend solely on statecraft and treaties. It is a state of mind which has its beginnings at the home fireside.

## EDUCATIONAL EXPANSION

IN his presidential address on "Educational Deflation and Educational Inflation" before the Regional Conference of the World Federation of Education Associations in Hawaii, Dr. Paul Monroe presented four activities affecting the education of all the people which clearly belong to an educational program and call for an inflation—an expansion—of our ideas of education and of the program of the school. The four activities which Dr. Monroe recommended are (1) health education; (2) a rational and workable and effective program of education for leisure time; (3) expansion of adult education; (4) the expansion of the use of education in the development of nationalism and internationalism.

If these fundamental processes could be hastened, future generations would have an unparalleled inheritance.

## LEARNING TO LOVE MUSIC

So spontaneous has been the reaction of the young people of America to the good music they receive over the air, that Dr. Walter Damrosch has admonished teachers not to risk annihilation of that "finer sense of musical fitness" by requiring rigorous study in connection with music appreciation broadcasts. Dr. Damrosch says that almost unbelievable progress has been made in the last four years by the children who have listened to music courses by radio. In order that the effects of their appreciation may not be destroyed, the broadcast concerts this season will not be graded and the usual examinations will be abolished. Children, says Dr. Damrosch, "should be allowed to cherish and keep those golden thoughts which often influence their entire lives; to remember music as a thing of huge enjoyment and not a task to perform. The first musical year of the younger students should be merely for the purpose of deeply implanting a love for music."

## PUTTING LEISURE HOURS TO WORK

IF "time is the stuff that life is made of," then there need be no dearth of "life" in these days of enforced leisure. It is not encouraging to see park benches and hotel piazzas and restaurants filled with idle loafers or parasites when so much can be done with time to give pleasure and profit. On the other hand, never were public libraries and art museums and gardens and playgrounds so much used and enjoyed as now when a larger leisure has for the first time given people opportunities for using them.

Through wise use of leisure the mind grows, interests develop, the body improves, and life rises to higher levels of service to mankind. The wise use of leisure led Mendel to raise sweet peas and to discover the laws of heredity, and others to make discoveries equally valuable.

## SELF-EXPRESSION AND THE P. T. A.

MOST members of the parent-teacher association have joined it out of interest in the welfare of their children. This purpose is as it should be. There ought to be, however, a secondary appeal to the father and mother by the P. T. A. in the opportunities it affords for individual self-expression. To parents whose families have grown up such may be the only appeal.

In the meeting of the parent-teacher association, many a man or woman makes a first attempt at public utterance, or for the first time serves as an officer or a member of a committee. Study groups, with leaders who invoke discussion, do much to encourage self-expression of the individual members.

Not every local organization, to be sure, develops new talent in its membership, but an increasing number of parent-teacher associations are doing so. Wise is the president or program chairman who induces a large number of persons to participate in programs individually or in groups. In many a member the president finds hitherto undiscovered ability in creative art, music, or dramatics and sets the stage so as to inspire self-confidence in those who are timid. A program is planned every now and then in which several members are persuaded to report a successful application of some suggestion found in CHILD WELFARE MAGAZINE, or in some book or lecture on home-making, child guidance, or family relationships. Long-time residents of the neighborhood are invited to give entertaining accounts of earlier days, particularly of the home life, public education, and other community activities. The greater the number of members of a local unit who participate, the more wide-awake that organization proves to be, and the bigger service it renders, as a rule.

It is sound psychology to expect the greatest interest on the part of those most actively at work.



---

---

# ~ A Parent-Teacher Program ~

FOR JANUARY



## IV. THRIFT AND CHARACTER EDUCATION

Perhaps never before has there been such need for real economy—that which “refuses to spend where to spend is to waste and refuses to save where to save is to incur a larger waste.” We need help not only to emerge from present difficulties but to aid the coming generations in avoiding some of our mistakes.

For many years parent-teacher associations have stressed the subject of thrift at their January meetings. And in the December issue of *CHILD WELFARE* suggestions have always been given for cultivating thrift as a character-building habit. We hope you will find a wealth of hints and references in the material here given to help in planning a profitable meeting in January. The committees on Thrift, Homemaking, and Character Education, as well as many magazines, books, and Congress publications, will be valuable aids. The larger the number of members participating in the program, discussions, and exhibits, the greater will be the interest in this perennially important subject—thrift. And before, during, and after the meeting let us be prepared to practice—thrift.

**W**ISE spending, wise saving, and wise giving affect health, morals, happiness. They make character and develop spiritual growth. They mean self-preservation for the individual and salvation for the nation.”—MRS. JOHN JACOB ROGERS

### COMMUNITY SINGING

#### BUSINESS MEETING (15 minutes)

- a. Consider matters of business which have not been referred to the Executive committee, or which have been referred by the Executive committee to the general meeting, with recommendations to be voted upon.
- b. Present reports of committees working on projects connected with previous programs.

#### GENERAL FEATURES (20 minutes)

Excerpts from messages of state and National presidents. (See current numbers of state bulletin and *CHILD WELFARE*.)

A model “Banking Day” put on by a teacher and her pupils, demonstrating how this thrift project is developed in the school.

#### MAIN PROGRAM (30 minutes)

(In charge of chairman of Program, Thrift, Homemaking, or Character Education committee.)

Talk by a parent: **The Responsibility of Parents and Children Toward Public Property.**

(Points to develop: the responsibility of each parent, teacher, and pupil to the community in the careful use of public buildings, playgrounds, parks, highways, schools, and school supplies; their responsibility in the conservation of public resources; the character-building effects of assuming such responsibility.)

“Opposite to thrift is wastefulness—which some peoples consider so characteristically American as to be itself a part of our standard of living, a national vice of which we are largely unconscious. . . . How may children be best



taught to save materials, food, furniture, tools, as well as money? One answer is to let the avoidance of waste have direct, immediate, and obvious advantages at first; let it be a form of earning or of saving through sacrifice."—THOMAS D. ELIOT

### References

- CONGRESS PUBLICATIONS: "Thrift" leaflet, "Activities, Projects and Program Making."  
"Money and the Child's Own Standards of Living." Thomas D. Eliot. *Journal of Home Economics*, January, 1932, pp. 1-9.  
CHILD WELFARE: "Getting Acquainted with Money." J. Robert Stout. This issue, p. 185.

Talk by a teacher in home economics or commercial department: **How to Prepare a Family Budget.**

(Points to develop: items of the family budget and practical apportionment of money for different items; in making the budget consider how "essentials" may differ for various types of families and under different circumstances.)

"The management of the finances of his own particular family is of crucial importance to every child. On the wisdom of that management depends not only his physical well-being, but also his first economic education." — *The Home and the Child*

### References

- Donham, S. Agnes. *Spending the Family Income*. Boston: Little, Brown. \$1.75.  
Justin, Margaret. *Problems in Home Living*. Philadelphia: Lippincott. \$2.00. Unit Two.  
White House Conference on Child Health and Protection: *The Home and the Child*. New York: Century. \$2.00. Pp. 97-131.  
Woodhouse, C. G. "Planning and Recording Family Expenditures." Washington: U. S. Department of Agriculture. Farmers' Bulletin No. 1553. 5 cents.  
CHILD WELFARE: "The Singing House." May Morgan Potter. This issue, page 200.

**General discussion** of the amounts which children receive as allowances and their responsibility for the expenditure of their allowances.

"In the present state of civilization money is an essential, and many a life

might be spared a tragic end if boys and girls were early taught the value of money and its judicious expenditure."—MRS. THEODORE W. BIRNEY

### References

- Arlitt, Ada Hart. *The Child from One to Twelve*. New York: McGraw-Hill. \$2.00. Chapter XII.  
Gruenberg, Sidonie M. *Your Child Today and Tomorrow*. Philadelphia: Lippincott. \$2.50. Chapter VIII.  
White House Conference for Child Health and Protection: *The Home and the Child*. See above. Pp. 131-41.  
"Money and the Child's Own Standards of Living." Thomas D. Eliot. See above.  
*Child Study*. May, 1932, issue, devoted to discussions of children's allowances and their use.  
CHILD WELFARE: "The Financial Problems of Childhood." S. Agnes Donham. January, 1933, issue.  
"Getting Acquainted with Money." J. Robert Stout. This issue, p. 185.  
"The Weaning of Adolescents." William S. Sadler. October, 1932, p. 60.  
"Let Us Take Stock." Beth MacDonald Johnson. December, 1931, p. 206.  
"Children, Money and Thrift." Ada Hart Arlitt. March, 1931, p. 412.  
"Money Management." William L. Stoddard. January, 1931, p. 283.

### SOCIAL PERIOD

Visit exhibit of three tables set to show, respectively, how low-cost breakfast, luncheon, and dinner may fill the needs of a balanced diet. The exhibit may be arranged under the direction of a home economics teacher and should give costs in the community for supplying the foods shown for a family of five.

### PROJECTS

1. Prepare the exhibit mentioned above.
2. Study school finances.
3. Insist that children plan their spending and then follow their plan as carefully as possible, or satisfactorily explain their failure to do so.
4. Prepare a budget for your family and adhere to it.
5. Try to get "Banking Day" in the school, if it is not already established.

A Parent-Teacher Program for February: "Founders Day"—to be published in the January issue of CHILD WELFARE

# THE SINGING HOUSE

HOW ONE CLEVER COUPLE MADE A CHOICE  
BETWEEN ESSENTIALS AND NONESSENTIALS  
TO ACHIEVE HAPPINESS

By MAY MORGAN POTTER

I TIED the napkin around Fred's neck and placed before him his glass of orange juice, his cereal, his big glass of foamy milk. In my own opinion I classified among the superior mothers whose children are brought up in the approved manner of an enlightened day.

Fred ate it all dutifully and then slipped down from his chair.

"Now can I go over to Jimmy's, Mother?" he asked.

"But Fred," I remonstrated, "you were over there yesterday, yes, and the day before. Why not have Jimmy come here, today?"

"Oh, he wouldn't want to." Fred's lip quivered in spite of his six years of manhood. "Please, Mother."

"Why do you like Jimmy's house better than ours, Son?" I pursued. It came to me suddenly that Fred and all his companions were always wanting to go to Jimmy's house.

"Why," he explained hesitatingly, "it's 'cause, it's 'cause Jimmy's house is a singing house."

"A singing house?" I questioned. "Now what do you mean by that?"

"Well," Fred was finding it hard to explain, "Jimmy's mother hums when she sews; and Annie-in-the-kitchen, she sings when she cuts out cookies; and Jimmy's daddy always whistles when he comes home." Fred stopped a moment and added, "Their curtains are rolled clear up

and there's flowers in the windows. All the boys like Jimmy's house, Mother."

"You may go, Son," I said quickly. I wanted him out of the way so I could think.

I looked around my house. Everyone told me how lovely it was. There were Oriental rugs. We were paying for them in installments. That was why there wasn't any Annie-in-the-kitchen here. We were paying for the overstuffed furniture and the car that way, also. Perhaps that was why Fred's daddy didn't whistle when he came into the house.

I put on my hat and went over to Jimmy's house, even if it was ten o'clock and Saturday morning. It came to me that Mrs. Burton would not mind being interrupted in the middle of the morning. She never seemed to be in a hurry. She met me at the door with a towel around her head.

"Oh, come in. I have just finished the living-room. No indeed, you are not interrupting. I'll just take off this head-dress and be right in."

While I waited, I looked around. The rugs were almost threadbare; the curtains, dotted Swiss, ruffled and tied back; the furniture, old and scarred but freshened with new cretonnes. A table with a bright cover held a number of late magazines. In the window were hanging baskets of ivy and wandering Jew, while a bird warbled from his cage hanging in the sun. Homey—that was the effect.

The kitchen door was



open and I saw Jerry, the baby, sitting on the clean linoleum, watching Annie as she pinched together the edges of an apple pie. She was singing; singing "Springtime in the Rockies."

Mrs. Burton came in smiling. "Well," she asked, "what is it? For I know you came for something. You are such a busy woman."

"Yes," I said abruptly, "I came to see what a singing house is like."

Mrs. Burton looked puzzled. "Why, what do you mean?"

"Fred says he loves to come here because you have a singing house. I begin to see what he means."

"What a wonderful compliment!" Mrs. Burton's face flushed. "But of course my house doesn't compare with yours. Everyone says you have the loveliest house in town."

"But it isn't a singing house," I objected. "It's just a house without a soul. Tell me how you came to have one."

"Well," smiled Mrs. Burton, "if you really want to know. You see, John doesn't make much. I don't think he ever will. He isn't that type. We have to cut somewhere, and we decided on nonessentials. I am not very strong and when Jerry came we decided Annie was an essential if the children were to have a cheerful mother. Then there are

books, magazines, and music." She pointed to the radio. "These are things the children can keep inside. They can't be touched by fire or reverses so we decided they were essentials. Of course good wholesome food is another essential, but we don't buy things out of season, and our bills are not large. The children's clothes are very simple and I make them myself. But when all these things are paid for, there doesn't seem to be much left for rugs and furniture. But we find we get almost as much pleasure from our long country walks, with Jerry in her buggy, as we would in a car, especially if we had to worry about financing it. We don't go in debt if we can avoid it. Moreover, we are happy," she concluded.

"I see," I said thoughtfully. I looked over at Jimmy and Fred in the corner. They had manufactured a train out of match boxes and were loading it with wheat. They were scattering it a good deal, but wheat is clean and wholesome.

I went home. My Oriental rugs looked faded. I snapped my curtains to the top of the windows, but the light was subdued as it came through the silken draperies. The overstuffed couch looked bulky, and not nearly so inviting as Mrs. Burton's old day-bed with pillows you were not afraid to use. I hated my house. It didn't sing. I determined to make it sing.



# TROUBLE WITH ELLEN

## AND HOW IT WAS OVERCOME BY APPLYING SOUND MENTAL HYGIENE REMEDIES

By ELIZABETH ALLEN • Executive Secretary, Syracuse, New York, Mental Hygiene Committee

MRS. ROGERS was worried about Ellen. Ellen's teacher was worried about her also. This six-year-old little girl didn't seem to know how to play with other children. In fits of temper she would fight, kick, and pinch them. On the playground she always wanted the other children's toys; she never wished to wait her turn at play. The teachers felt Ellen was always craving attention. Often she sat daydreaming until the teacher prodded her by saying, "Ellen, why aren't you doing your work?" At the end of the first term in school, Ellen's work was so poor that she had to repeat. There was reason for Mrs. Rogers' worry.

MRS. ROGERS had been reading modern child psychology and decided to study the situation and find out for herself what had caused this difficulty with Ellen. She remembered Ellen's babyhood. Ellen was the first baby, born when the parents had been married only a little over a year. Mrs. Rogers had known nothing about bringing up babies. She also knew nothing about housekeeping as she had always lived at home with her mother before her marriage. She was very happy that first year before the baby came, but also she was somewhat fearful and worried. A home to keep, a baby to bring up, a husband to adjust to, had presented problems that her care-free existence in her mother's home and her work in an office had little prepared her to meet. When Ellen came, she worried about her

constantly. She could still remember the panicky feeling when she left the hospital and found herself with a small infant to bathe and feed and clothe and train. She had been fearful and anxious and also a little resentful, for suddenly her gay good times with her husband were taken away and evenings must be spent at home with the baby. Ellen had been a sickly, whining baby. Those first years had been hard ones.

Mrs. Rogers contrasted in her mind her attitude toward Ellen with her attitude toward the next baby, Jane, who came four years later. She felt so much more secure, not only in managing a baby but in managing her home and living out her life with her husband. The second baby was so easy compared with the first. She always had time to love the second baby, who was pretty and curly headed.

Mrs. Rogers had tried her best to prepare Ellen for the coming of the new baby. She had told Ellen that here was a new baby for her to love. And wasn't Ellen glad the baby was coming? She had always thought that Ellen had never been jealous when Jane came. Ellen always boasted about Jane to the neighbors, protected her, and seemed very fond of her. But in looking back, Mrs. Rogers could remember that when she had returned from the hospital with Jane, Ellen had said tearfully and angrily that she wished they would take Jane back where they got her as she didn't like the new baby. For this Ellen's grandmother scolded her and told her that she should be ashamed for not loving her baby sister. That was the last Mrs.

This article is published with the cooperation and approval of George K. Pratt, M.D., Chairman of the Committee on Mental Hygiene, National Congress of Parents and Teachers.



Rogers remembered of any outward jealousy from Ellen.

In thinking of Ellen's behavior afterwards, however, she recalled that Ellen commenced to wet the bed again, a habit which she had outgrown two years before. Her mother corrected this habit in a few months, but a short time afterwards Ellen's quarreling with other children became pronounced.

As Mrs. Rogers thought over the problem, she realized that the family friends and relatives had made the situation much more difficult for Ellen. Ellen was a round-faced, rather homely little girl with straight hair and a sturdy frame. Jane was a doll-child with large blue eyes, curly yellow hair, and a gay, winsome personality that always attracted attention and love. Many people commented on the difference between the children. Friends said of Jane, "Isn't she adorable?" There was silence about Ellen.

The mother suddenly realized that Ellen probably felt herself the unloved child. In reality Mrs. Rogers thought she liked Ellen best—the child who had come that first year of marriage. Ellen, however, had somehow got the feeling from her mother's attitude that Jane was the preferred child. Whether or not it was true mattered little; Ellen *felt* it was true and it was her feeling that controlled her behavior. No wonder she quarreled and fought with other children. In reality Ellen wanted to fight her own sister but she felt ashamed to do so. So she had projected or displaced her jealousy on other children.

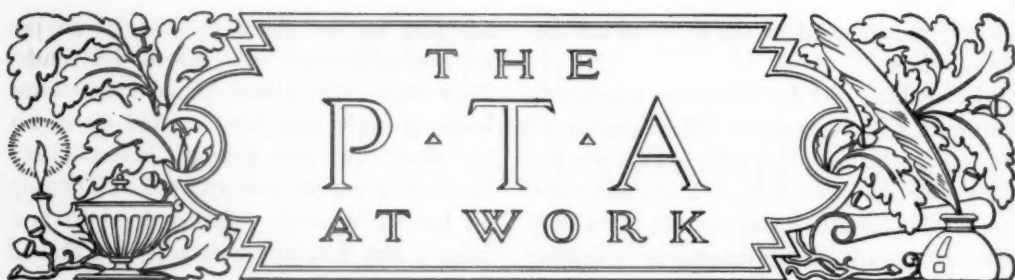
MRS. ROGERS talked the situation over with her husband and together they decided to change their handling of Ellen.

Scolding or punishing her for quarreling with other children was more or less futile. They made other plans. When Father came home at night and Jane crawled up in his lap while Ellen stayed away, "stand-offish," he reached out his arm and pulled Ellen up on his lap as well. Mother tried to give Ellen a new rôle of importance, not that of the pretty baby, but of the "big" girl whom Mother could trust and rely upon and whom Mother had always loved. There was less conscious pressure put on the children to love each other. When they showed some frank jealousy and irritation, they were not scolded. Mrs. Rogers began to appreciate that rivalry and jealousy between children is more or less a normal experience and occurs even in families where family affection is very close. She decided that an occasional frank expression of jealousy is sounder and safer than constant repression. Hurt feelings that can be talked out do not leave the bitterness that repression leaves.

THE change in Ellen's behavior in school was slow but sure. The quarreling with other children lessened. Interest in school work increased. With interest came success. Her improvement in mastering school tasks encouraged the child so much that she began to pay attention instead of daydreaming.

Mrs. Rogers had solved a problem very common in many families. She realized that jealousy, a hurt feeling of being left out, of not being loved as much as someone else, was the basis of many a child's difficulties. By patient work she changed her child's feelings and therefore changed her child's behavior. *This is good mental hygiene.*





Edited by HELEN R. WENTWORTH • 143 Cliff Road, Wellesley Hills, Mass.

### STIMULATING JUNIOR HIGH SCHOOL MEMBERSHIP

#### *Missouri*

Many parents seem to lose interest in parent-teacher membership after their children leave the grades. One junior high school association which was anxious to break down this feeling and secure larger parent interest used the following method.

A tea for the parents of all children entering the junior high school was announced. This was held the latter part of May, not on a regular meeting day. It was a very social affair, in charge of a special chairman who appointed her own helpers. Invitations were printed, and committees visited each grade school and asked the principal to give an invitation to each child about to enter the junior high school with instructions to take it home. Because the cafeteria was an attractive room, the tea was held there, but it was made to look even more attractive with a special tea table and a friendly arrangement of chairs.

A large committee welcomed the guests, each of whom was asked to register under the name of the school she represented, to designate if she was willing to work actively, and to indicate what work she preferred.

The program before the tea was opened with music. The outgoing president presided and introduced the new officers. The only speaker was the principal, who explained the work of the junior high and invited questions. The tea proved so popular that it has become a yearly affair.—RUTH M. CRANE, 206 E. 35th Street, Kansas City.

### COUNCILS AND DISTRICTS ARE ACTIVE

#### *North Carolina*

A parent-teacher council has an important part in the educational program of the city or county, for it unites all the forces at work for the education of the child; it invites the cooperation and interest of all citizens; and it brings together the leaders from all of the local associations, who give their best thought through exchange of ideas and experience to the upbuilding and support of the schools. Better than any other agency, it can create and stimulate a proper and intelligent interest in the school program. The work of the Raleigh Parent-Teacher Council has meant much to the schools and to the city.

This council has discovered means of finding those in need, and has cooperated with other welfare agencies so as to avoid duplication. The school attendance problem is really a part of the welfare work, since children cannot attend school without necessary food and clothing.

The council promotes the Summer Round-Up and the follow-up health work, it has aided in securing playgrounds and playground leaders, and in getting better movies.

Through the promotion of study groups the council has tried to spread an intelligent understanding of the child's nature and his need of proper environment.

Splendid work has been done also in membership—not only in enrolling parents, but in making them working members of the groups. Teachers are glad to

belong to an association in Raleigh because of the sympathetic and understanding work being done.

Through the council, outstanding speakers on child care and training have been brought to the city, and excellent publicity in newspapers and by radio has stimulated interest in the work. An attempt has been made to get CHILD WELFARE MAGAZINE into every home, as a means of increasing knowledge of parent-teacher objectives.

The plan of having grade mothers and fathers in both grade and high schools has been pushed by the council. In these times of reduced school budgets these parents have done much to enrich the work in their grades.

A House and Grounds committee has given advice in the matter of purchasing needed equipment and in furnishing helpers for various projects.—MILDRED ENGLISH, *Assistant Superintendent of City Schools, Raleigh.*

#### *Pennsylvania*

At a meeting of the Erie Parent-Teacher Council, the subject of posture was presented by an orthopedic surgeon and a physiotherapist. The value of correcting posture

at an early age was pointed out; and the importance of rest, body-building foods, and supervised play, including games for exercising certain muscles, for the child with poor posture was stressed.

As a result of this meeting a program for posture correction was adopted by the council and placed under the direction of the chairman of the preschool circle. The aid of the chairman of the study circle was enlisted. A Round-Up of preschool children followed. The children needing treatment were found and each Friday afternoon were brought by their mothers to the headquarters of the Visiting Nurse Association. Here they were placed in charge of the chairman of the preschool circle, while the mothers were taken to another room by the chairman of the study circle. After a cup of tea, the mothers were ready for an hour of study with the physiotherapist. Subjects discussed were related to the growth and development of children, and at each lesson the follow-up exercises to be carried out in the home were demonstrated.

The children were given posture exercises in the form of games; an hour of rest, relaxation, and stories illustrating a health habit,



*Carrying out a program for posture correction in Erie, Pennsylvania*

sleep, or personal hygiene; and finally a tea party. The foods served were those which had been subjects of the stories, such as milk and cookies, or fruit, or even oatmeal.

Silhouettes of the children were made at the beginning and again at the end of the course, and weekly weight charts were kept. The posture program was an immediate success, and will be of lasting value to both children and mothers.—

LAURA B. RICHARDS, AGNES M. MENSINGER, *Erie*.

\* \* \*

This same council subscribes to CHILD WELFARE MAGAZINE each year for its officers, chairmen of various committees, and presidents of each association in membership, making fifty-three subscriptions in all. The council suggests that each association subscribe for its magazine chairman, study circle chairman, program chairman, and for the school as a courtesy for the work they do.—ANNA M. TAYLOR, *Erie*.

#### Michigan

The Cadillac City Council was asked by the County Health Officer to cooperate in the supplementary feeding of needy school children of the city. Presidents of the local units met to discuss needs and methods, and voted to stand behind the work. It was decided that a hot soup or stew containing a balanced ration of vegetables and meat and some starch should be served daily to supplement or take the place of sandwiches or crackers brought from home; that volunteer workers from the various school associations should prepare and serve the food; and that volunteer trucking should be asked for from business organizations of the city to collect



The Christmas seal issued this year by the National Tuberculosis Association

the food to be prepared and to deliver and return the soup containers. The food used was either donated by individuals or supplied by the local welfare unit, which is supported by subscribed funds.

The undertaking brought great satisfaction. The children have been kept in good physical condition; the morale of children and their parents has been good; and the attention and scholarship have improved since

the first week of this food service.—IRMA L. COLBY, 213 Holbrook Street, Cadillac.

#### California

The Tenth District Parent-Teacher Association undertook a twofold feeding program in Los Angeles—first, feeding the needy school children; and second, providing for the family as a unit. Because children were coming to school hungry, the association was forced into the feeding work, but it hopes to drop the activity as soon as the welfare agencies can take it over.

Attendance at school has been better than in other years, due largely to the free milk and lunches provided by the parent-teacher association, together with the excellent health supervision of the school health department. Children who are underweight and show signs of malnutrition are referred to the school doctor. Home calls are made to determine the need, and such children are given the free lunch or the necessary supplementary food.

The family as a unit is given aid only when their residence has not been long enough for them to gain aid from the county. Contact with needy families is made through school principals or school nurses, and all the work is carefully investigated and done



in cooperation with other welfare agencies.  
—SOUTHERN CALIFORNIA PUBLIC HEALTH  
BULLETIN.

## INTERESTING FOREIGN NEWS

### Alaska

Though the few parent-teacher associations in Alaska are not organized as a branch of the National Congress, they are eager for any news and help which comes to them from individuals who have been in touch with Congress work. The president of the Alaska Council has taken courses in parent-teacher work, and she writes that the parent-teacher idea is growing. The association in Cordova planned a Summer Round-Up; was to celebrate Founders Day; had had a fine Father and Son dinner; and was promoting playgrounds.—MRS. ELLA D. SMITH, *Cordova*.

## HOME ECONOMICS STUDENTS USE CHARTER

### Indiana

A program showing how home economics teachers may help to further the aims of the White House Conference was presented by students of the Wiley High School, Terre Haute, at a recent meeting of the Indiana Congress of Parents and Teachers. The program arranged by the home economics instructor of the school made use of an exhibit

based on conference material and on the careers of several women distinguished for their efforts in behalf of children—Jane Addams, Grace Abbott, and Florence Sabin. Each girl in the group of students taking part discussed one phase—chosen by herself—of the aims of the Children's Charter, using the exhibit as illustration. Subjects touched upon included care of mothers and babies, health protection measures, home environment, understanding of the underprivileged child, use of leisure time, and spiritual and moral training.—WHITE HOUSE CONFERENCE HAPPENINGS.

## EFFORTS FOR BETTER FILMS

### Iowa

The state motion picture committee has endeavored to keep the various parent-teacher groups informed on the phases of the work in four different ways:

1. Radio talks every two weeks from radio station WOI at Iowa State College, Ames.
2. A monthly column in the *Iowa Parent-Teacher*.
3. A monthly list of approved entertainment motion pictures.
4. Personal correspondence carried on by the chairman in answer to inquiries in the field of better films.—H. L. KOOSER, in the *Iowa Parent-Teacher*.

Fourth grade pupils of Lincoln School, Bloomington, Illinois, presented "The Whole World's Christmas

Tree," which appeared in "Child Welfare" last year. The picture shows actors and stage-hands

Courtesy Bloomington  
"Daily Pantagraph"



# CONGRESS COMMENTS

Continuation convention meetings held in Pittsfield, Springfield, and Greenfield were an innovation following the Massachusetts convention. Since lack of funds would have prevented many parent-teacher members from attending the convention, it was decided to hold sessions in these places following the meeting in Boston, and to give as many as possible the advantage of parent-teacher institutes held in all these places by Mrs. C. E. Roe, National Field Secretary.

Dr. Garry Cleveland Myers, associate editor of CHILD WELFARE, addressed the New Jersey convention on "Problem Parents."

Governor White of Ohio and Dr. William John Cooper, United States Commissioner of Education, addressed the Ohio convention.

City schools of York were closed so that teachers might attend the sessions of the Pennsylvania convention as their regular annual teachers institute.

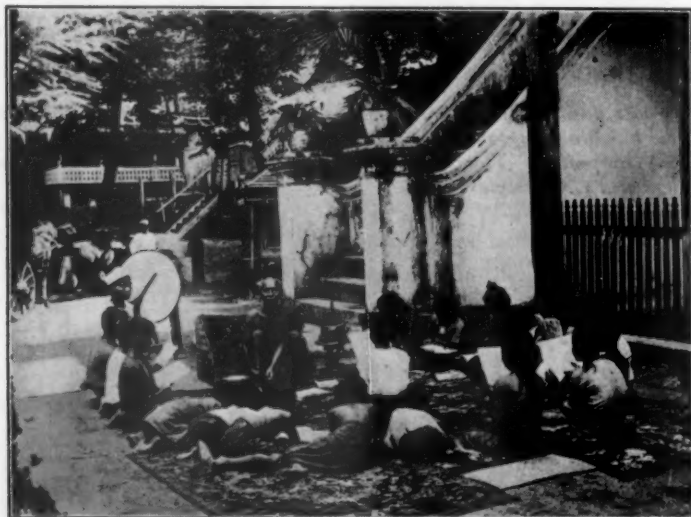
A P. T. A. Institute in cooperation with the 4-H Club Congress was held recently at the Mississippi State College at Starkville under the leadership of Mrs. W. D. Cook, President of the Mississippi Congress. The Farm Women's Tenth Annual Camp at Jacksonville, West Virginia, had daily parent education conferences and addresses.

Miss Alice Sowers, associate chairman of parent education for the National Congress, attended the camp and addressed several sessions. Specialists in parent education and child psychology addressed classes of men and women at the annual Farmers and Farm Women's Short Course at the Louisiana State University.

According to present plans, Miss Alice Sowers will include Pennsylvania, Washington, Montana, Idaho, Iowa, Maryland, Wyoming, Arkansas, New Mexico, Arizona, and California, with possibilities of South Carolina, Mississippi, and Louisiana, in her schedule of talks and conferences for the coming year.

The Radio Releases which CHILD WELFARE MAGAZINE sends out monthly just before the release of the new issue of the magazine are proving very popular. A number of state congresses which sponsor radio broadcasts have made use of them and radio stations which are interested in giving authoritative information on parent education subjects have been enthusiastic about them.

Mrs. John Sharpless Fox, radio chairman of the Illinois Congress, arranged for the following members of the National Board to broadcast over Station WMAQ, Chicago, during the week of the board meeting in that city: Mrs. Hugh Bradford, Mrs. A. H. Reeve, Mr. J. W. Faust, Dr. Ada Hart Arlitt, and Mrs. E. C. Mason.



*Courtesy Isime's, Boston*

*Open-air schools like this one at Burma are common throughout Asia*

# P.T. A. DANGERS AND THEIR REMEDIES

By ANDREW J. LANG • Superintendent of Schools, Huron, South Dakota

ONE would have to be courageously optimistic to contend that a group of American parents organized as a parent-teacher association does not contain elements of danger to a school system or to a community. Parents do not cease to be people even though organized for such noble objects and purposes as those enunciated by the National Congress of Parents and Teachers. People are human and it is human to err. Most associations begin to err when they invade a field not within the scope of parent-teacher work. It is a curious fact that associations least prone to get into difficulties are those associations that maintain a close contact with the National, state, and district bodies. Their program of work is consonant with the objects of the National and they are not easily side-tracked. They have a realizing sense of their functions, which are so large and so important that the members have no time or inclination for personalities or controversies. Their leadership is broad-minded and farseeing. It anticipates points at issue and handles them in an intelligent manner with honor to itself and satisfaction to all.

LET us look for a moment at the associations that get into difficulties.

(1) There is the association that has degenerated into merely a social group competing with other social organizations. The danger here is lack of interest by the parents in the life of the child. Membership in such an association is a mere waste of time. It does not do a real job even as a social club, for a social club in order to function best is composed of selected groups.

(2) The associations that have really proved to be of danger to the school and the community are those holding the idea that they are to exercise a sort of overlord-

ship of the schools, the faculties, and the boards of education. Neither should they be boards of appeal from decisions made by the teacher or the principal. Nothing is more prone to stir up bad feelings than airing a classroom grievance at a parent-teacher meeting. Sides are bound to be taken for and against the teacher or the principal. Difficulties should be settled privately. Meetings are not forums to settle grievances.

(3) An association may weaken the responsibility of the school board by providing school supplies. If supplies are needed the school board is charged with the responsibility of furnishing them or giving an adequate explanation.

(4) An association may degenerate into a faculty meeting by throwing all responsibility on the teachers for programs, speakers, refreshments, and activities. The members should remember that it is a *parent-teacher* association, a fifty-fifty proposition in which each group carries its fair share of the work.

DANGERS and difficulties can be avoided by the use of common sense and intelligent leadership. The parent-teacher association should remember that it is not charged with the direct or primary responsibility of running homes, schools, churches, or community. It works through the directing of enlightened public opinion. It should develop really intelligent leadership of the right type through an earnest study of parent-teacher objects and activities.

Formulate a live, interesting program for the year before school opens and send this program to each school patron. The program is the center of interest and activity of the association. The outcomes of successful programs should be measured in terms of raising the standards of home, school, and community life.

## TOYS FOR FLATTENED PURSES

(Continued from page 176)

it was suddenly invaded by a group seven strong.

Barbara had remembered the rule, "Only four in here."

"I'm gonna stay."

"I'm gonna . . ."

There had been a chorus of "I'm gonnas." And then Harry, of all people, had come to the rescue.

"I know," he had offered solution, "let's make another party outside." And he had led the way out to the sand box where a flat board immediately became the new table on which to spread out the "chops" he had made of indiscriminate bits of clay.

"Do the boys ever play with the dolls?" asked a visiting mother.

"Oh, yes," put in one who had frequently been to observe in the nursery school. "Bob learned to button his underwear that way. See, the doll's underwear here has big buttons and button-holes. One of the teachers made it. Bob got so much fun out of putting the underwear on and taking it off the doll, and buttoning and unbuttoning it, that the first thing I knew he was doing it for himself."

"Have you seen the other doll clothes? There's a small suitcase full of them here."

"The children are forever packing and unpacking that suitcase," a teacher commented, and went on to tell that the suitcase also had come from the ten cent store.

"This play house would be just grand to have at home—not only for a child of this age, but for older children as well," put in an enthusiastic mother.

"If there were older children using it, you could put in all sorts of additional things, a stove, for instance, and a dress-making case holding

scraps and needles and thread and scissors for cutting and making doll clothes."

"There are loads of things here that would do just as well for older children as for younger ones. Look around. *Clay, paints*—those materials hold unlimited interest. And that box over there containing *odds and ends of yard goods, ribbon lengths*, an old *skirt* or two, and a gorgeous *feather* that must have come off somebody's 1905 hat. Can you imagine any more perfect Christmas present? The hours and hours of dressing up that would follow! And look, the essential *safety pins* haven't been forgotten either. There's a little box slipped in just to hold them."

## AND OTHER MATERIALS

THE exhibit of *books* was also enthusiastically examined. And the mimeographed slips of *suggested story material* were taken eagerly.

The *musical instruments* were likewise found suggestive.

"I never would have thought of giving a *tambourine* or a *tom-tom* for Christmas, but either would make a grand present."

"And you could easily make *rattles* like these by putting a few dried beans inside an empty shoe polish box, nailing on a stick-handle, and enameling the whole thing."

"But I never should have thought of those *animals!*" laughed another mother, pointing at a collection of bowls and cages in one corner of the yard.

"Yet why not? *Pets* are supposed to be good for children, aren't they? Foster responsibility and all that sort of thing! The teacher told me that the little *water-turtle* cost only fifteen cents, and the *gold fish* just about the same. By the time one had in-





vested in bowl and necessary accessories, the cost wouldn't run over fifty cents each."

"I—I guess I could stand a *white rat* around," dubiously put in another.

Comment upon comment was made.

Nor did interest end here. During the days that followed father after father "dropped in."

"My wife says I should take a look at that play house. I could easily build one in our yard if I got the idea. And the furniture, too."

"I want to see just what you did with that tire to make a swing out of it."

"I came to get the dimensions for that horizontal bar. Only I'll make mine higher so that my big boys will be able to use it too."

And so, in the end—the story goes—when Christmas came there was not a family among us who did not have a large sufficiency of presents for their children in spite of comparatively empty purses.

## UNEMPLOYMENT INSURANCE

THE best unemployment insurance a community can buy for its citizens is education," according to W. D. Boutwell, editor-in-chief, United States Office of Education, in the June *Journal of the National Education Association*. "The study of 7,600 unemployed citizens in a large northeastern city discloses that more than fifty per cent had less than eighth-grade education. High school and college graduates comprise less than eighteen per cent of the group. Placement agencies and social workers report that the unemployed are largely the unschooled and the unskilled."

"How far from here to Heaven?  
Not very far, my friend;  
A single hearty step will all thy  
journey end.  
Though Christ a thousand times  
in Bethlehem be born,  
If he's not born in thee, thy soul  
is all forlorn."



This young philosopher is betraying one of the first reactions of the child-mind to a more or less unfriendly world.

## Compton's helps you develop your child's intelligence

Directing a child's life to splendid manhood—or womanhood—requires definite planning and knowledge. The mother must understand the infant's instincts and reactions to life . . . must know how the child thinks and feels . . . must direct his growth physically, mentally, socially.

This truth we recognized in editing the new, expanded 1932 Compton's. In its comprehensive pages the new trends in psychology and its application to the training of the child are discussed.

Here, under *Child Development*, the mother learns about the birth of memory, language, formation of habits good and bad, the acquisition of special skills.

Under *Personality and Character* she studies the emotions, will, imagination and reasoning. She acquires a sympathetic understanding of these vital underlying forces.

Compton's contains the brilliant material necessary to help her develop these basic traits in her child. Vivid pictures . . . imaginative stories . . . history and literature made fascinating . . . inspirational reading to arouse the child's curiosity, stimulate his school interest, enrich his experience, to build for a life of achievement and happiness.

Don't let another day go by without this help in building your child's life. The down payment is small—just \$3.50. More than 500,000 sets in daily use. Send for the Sample Pictured Section of this wonderful New and Expanded Compton's. The coupon brings it to you without cost or obligation. Put it in the mail today.

## Compton's Pictured Encyclopedia

F. E. COMPTON & CO., Dept. 4012, Compton Bldg.,  
1000 North Dearborn Street, Chicago, Illinois.

Please send me at once, without any obligation, Free Sample Section and Free Questionnaire Game with full information as to how and where I can get Compton's.

Parent's Name.....

Address.....

City..... State.....

Please check the ages of your children so we can send sample pages most interesting to them.

☐ Pre School ☐ Grade School ☐ High School

# LUNCH FOR THE SCHOOL CHILD

**G**ROWING children, food specialists say, have special needs in the way of food. Even when they eat all their meals at home, it is no easy matter to see that they are properly fed, and when they eat part of their meals at school, the difficulty is far greater.

Unfortunately, too, most of the foods that children need for the development of strong healthy bodies cost more than some of the foods that are more filling. Many families cannot afford unlimited quantities of milk, eggs, butter, fruits, and vegetables. Cereals and sugar are cheaper, they furnish more body fuel, and are more filling. So those carbohydrate foods are relied on to a great extent—often to a much greater extent than is healthful. In fact, in the light of present knowledge of the requirements of the human body in childhood, one of the worst diets that could be devised would be made up chiefly of bread and sweets.

It is feasible, however, to keep down the cost of the diet by getting a large part of the necessary fuel from those cheapest sources, provided proper quantities of other necessary foods are supplied *first*; that is, if each child has each day a pint and a half or a quart of milk, a serving of tomato or an orange, a green-colored vegetable, and an ounce of butter.

At many schools where no lunches are served, the children can get milk. In such cases, the rest of the lunch is less of a problem. If the child cannot get milk at school, and cannot carry it to school, then more care is necessary to balance his daily diet. A cheese sandwich—cottage cheese, cream, or American cheddar—with plenty of butter, will help to meet the child's requirements for calcium and vitamin A otherwise supplied by milk. A fresh tomato, an orange, or other fruit—always desirable—are the more important if the child must do without milk at lunch.

## SUGGESTED LUNCHES TO CARRY TO SCHOOL

1. Sandwiches with scrambled egg filling and lettuce. A firm tomato. Cookies. Milk.
2. Chopped cold cooked meat sandwiches, filling moistened with chili sauce, lettuce leaf. Apple or grapes. Milk.
3. Sandwiches filled with cottage cheese salted and mixed with any of these: chow chow, chili sauce, chopped dill pickle, green pepper, celery, parsley, onion, or other salad vegetable, chopped nuts. Cup cake. Milk.
4. Peanut butter sandwiches—or ground shelled roasted peanuts moistened with cream or top milk—on whole wheat bread. Raw crisp cucumber sticks or celery. Cup custard or rice pudding. Milk.
5. Sandwiches of dried beef "frizzled" in butter, with crisp lettuce, cress, or chopped parsley. Banana or dried fruit. Milk.
6. Baked bean sandwiches on brown bread, the beans moistened with chili sauce or catsup and mashed to a smooth paste. Raw carrot sticks, raisins. Milk.

## FOR SCHOOL-DAY LUNCHES AT HOME, HERE ARE SOME SUGGESTIONS

1. Baked potato and bacon. Fresh tomato and lettuce. Bread and butter. Milk. Muskmelon.
2. Milk-vegetable soup. Scalloped cabbage and apples. Buttered toast. Milk. Raisin cup cake.
3. Brown rice. Buttered kale. Milk. Stewed dried apricots. Oatmeal cookie.
4. Sieved lima beans with bacon. Baked tomato. Bread and butter. Milk. Apple brown betty or apple sauce.
5. Creamed fish with vegetables. Buttered toast. Milk. Peach or apple tapioca.
6. Scrambled eggs. Panned cabbage. Toast. Milk. Fruit gelatin.

—U. S. BUREAU OF HOME ECONOMICS

# CHILD AND UNIVERSE

(Continued from page 179)

other reasons, that the community project carried out by Ripon, Wisconsin, last year in the form of an international trade exhibit is attracting so much attention among those who are trying to educate for the world of today and tomorrow instead of yesterday. With the Chamber of Commerce actively aiding, the merchants and manufacturers and bankers of Ripon staged a week's exhibit which showed the citizens of Ripon exactly how their lives and livelihoods were bound up with the lives and livelihoods of the people of other countries, in other words the foreign products and the foreign markets required to keep Ripon industries running and prosperous. As the President of Columbia University said recently, "Until men generally get this fundamental fact of world interdependence into their heads, there can be no understanding of our times or knowledge of how to cope with our present problems." If the Ripon plan could be somewhat elaborated and repeated in a thousand communities, public opinion in this country would, I believe, be definitely started in a new direction, and our children would have a better chance of growing up with the ideas and attitudes that will enable them to live happily and successfully in the world of today. I should be happy to send a copy of this plan to anyone interested.

## P. T. A. NOTICE

Most of the Congress publications recommended as references on the *Parent-Teacher Program*, which appears monthly in *CHILD WELFARE*, are free in certain quantities to local Congress units. Each local unit is entitled to the National "Handbook" and Supplement; "Activities, Projects, and Program Making"; organization, information, and program leaflets. Write to your state branch for further information. Congress books, posters, and additional copies of free leaflets may be purchased from the National Office if not handled by the state office.

December, 1932

# Give them a chance!

*It is your responsibility to give your children . . . now, in their earliest years, the foundation for future success and happiness.*



● In these uncertain times, every thinking person is asking himself the question, "What of the future?"

Of course, there will be a return to prosperity and employment. But it seems inevitable that there will be important changes in our social and industrial lives during the next few years.

What about our children? How can we give them *the best possible chance* for future success and happiness?

Psychologists give us the answer. Prepare the child in his *earliest years*, before school days begin, for the problems of life. Set him the right example, both in actual living, and by the right kind of reading. Give him the inspiration of the best in literature . . . from all countries, all times.

In 300,000 homes My Bookhouse has provided this kind of early foundation. If your children do not have this help, send the coupon for full information.

## My BOOKHOUSE

"The Child Who Reads Is the Child Who Leads"

THE BOOKHOUSE FOR CHILDREN, DEPT. 149C.  
360 North Michigan Avenue, Chicago, Illinois.

● Please send me full information about My Bookhouse—how it will help prepare my child for future success and happiness.

Name.....

Street.....

City and State.....

## Render *This* Service to Your Members

*{It Will Cost Your P. T. A. Nothing}*

Purchase a CHILD WELFARE MAGAZINE Club Service Subscription for \$4.00. You will receive 5 copies each month for 10 months. Sell the copies monthly at 10c each to your members. Place the 50c in the treasury each month and by the end of the 10 months your P. T. A. will have \$5.00 for the \$4.00 it advanced to buy the Club Service Subscription.

Over 2,000 associations are now rendering this service to their members. Over 2,000 parent-teacher associations are bringing CHILD WELFARE MAGAZINE, with its authoritative information on child training subjects, within reach of all parents in the community. Parents find it much easier to buy a single copy at 10c than to invest \$1.00 all at once. It is a service for which parents are grateful and one which the average P. T. A. can render. And don't forget that one of the requirements of Standard associations is that they send in subscriptions to CHILD WELFARE equal to 10 per cent of the families in membership.

Purchase one, two, three, or more Club Service Subscriptions for the use of your members.

### Child Welfare Magazine

1201 16th Street, N. W.  
Washington, D. C.

*The Official Magazine of the  
National Congress of Parents and Teachers*



*Courtesy Cleveland Museum of Art*

"Adoration of the Shepherds," from a painting  
by the School of Dürer

## CHRISTMAS

By MARY MULLEN

I did not go to Bethlehem  
With gifts brought from afar.  
I did not leave my flocks at night  
To follow a radiant star.

I did not bow before a babe  
Nestled in manger hay.  
I did not see the skies bend down,  
Nor hear the heavenly lay.

But if I soothe one childish pain,  
Or gladden one sad child's heart,  
In the Christmas pageant of all time  
I shall have had a part.



AMERICAN youth is the most fearless in the world. We have come to realize that often in the past respect for authority was only fear of authority. It is possible to accuse our youth of lack of manners, but they have gained something else. They are likely to arrive at better conclusions on many important things than were their parents."

—WILLIAM ALLAN NEILSON, *President,  
Smith College*

December, 1932



## WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 219 for the right answer.

1. Even though they suffer from serious physical handicaps, crippled, blind, deaf, and other exceptional children should be allowed to do things for themselves and should be as carefully disciplined as the normal child. True. . . . False. . . .
2. Children are so confined to their own communities that it is unnecessary to give them any knowledge of international relationships while they are young. True. . . . False. . . .
3. When we teach children thrift habits we are in every case giving the same lesson, so we can teach thrift to all children in the same way. True. . . . False. . . .
4. There are more accidents in American homes than in all our factories, mines, railroads, and industrial establishments. True. . . . False. . . .
5. Play materials for little children should provide plenty of opportunity for physical exercise. True. . . . False. . . .
6. A local parent-teacher association would violate the policies of the National Congress if it supported a candidate for political office even though he might support child welfare measures. True. . . . False. . . .



## Madam Chairman

and other officers and members of Parent-Teacher Associations, Clubs, Churches and other organizations using Robert's Rules of Order will find much practical help in

### The "Double A" Short Course in PARLIAMENTARY PROCEDURE

by Mary Redfield Plummer, official parliamentarian Federated Council Business and Professional Women, Illinois Federation of Women's Clubs, Chicago Woman's Club, etc. A simple, interesting home-study course based on 35 years of valuable experience.

Write for **FREE Introductory Lesson**  
**ASSOCIATED AUTHORS SERVICE**  
222-D West Adams Street, Chicago

## ROBERT'S RULES OF ORDER

The recommended, ultimate authority on the conduct of meetings. Pocket size.

At all dealers, or by mail from  
**Scott, Foresman & Co.**  
Chicago New York Atlanta



Founded in 1728 by Benjamin Franklin

**FRANKLIN PRINTING CO.**  
514-520 LUDLOW STREET  
PHILADELPHIA

**WOULD** your association like to present some plays? But do you think that a venture behind the footlights might take more time, and perhaps more talent and money, than you could give to it? There are short cuts to drama that will help you to discover quickly and entertainingly how much talent and interest are available. Your group can begin with a plan that is almost self-starting and has proved successful in many communities. Try some of the new "capsule dramas," complete playlets that may be acted in three or four minutes, and require only one or two rehearsals.

Write for the free leaflet, "Short Cuts to Drama," addressing Mrs. Mabel Foote Hobbs, National Recreation Association, 315 Fourth Avenue, New York City. Enclose a stamp for postage. The leaflet gives directions for starting some of the plays with a group who have never acted before, and suggestions for simple scenery and make-up. One of the four-minute playlets is included in full. The names of other playlets and of publishers from whom they may be obtained are listed.

# BOOKSHELF



Dreams, books, are each a world;  
and books, we know,  
Are a substantial world, both  
pure and good.  
Round these, with tendrils strong  
as flesh and blood,  
Our pastimes and our happiness  
will grow.

—WORDSWORTH

By WINNIFRED KING RUGG



THE theme of Book Week last month was "Books for Young America." It is a theme that can justifiably carry on for another month, or for another year as well, and serve as motif of our Christmas shopping for boys and girls. Their bodies must be nourished and clothed, but their minds and spirits must also be fed and warmed. A gleam of silver in the lining of dark, hard times is that young and old have turned more than ever to reading. The libraries have done valiant work in fulfilling the increased demand; but when we can, let us help to furnish the child's own bookshelf.

More than any other book the school boy and girl need a good encyclopedia in the home. *Compton's Pictured Encyclopedia* (Chicago: F. E. Compton & Co. 15 volumes) appears in a new and expanded edition especially designed to meet the latest demands of new courses of study in the schools. The articles are simply written but not childish, the list of editors and contributors merits respect, and the text is profusely illustrated. The subject of social science is receiving increased attention in the classroom, and the emphasis in preparing the new edition of *Compton's* has been to include new and up-to-date social material not easily available for young

students, or, indeed, for any lay reader. When reading for fun is the object rather than study, one can turn to the "Here and There" list in each volume as a guide to "something interesting to read."

\* \* \*

A strictly Christmas book of considerable literary flavor is Eleanor Graham's compilation of Christmas stories, legends, poems, games, and riddles. *Welcome Christmas!* (New York: Dutton. \$2.00) is an epitome of the Christmas spirit of Old England, and is, I fancy, the kind of book for a child to take down from the shelf and read for a quiet half hour toward the end of a perfect Christmas day.

\* \* \*

The very youngest children have a bewildering array of color, black-and-white drawing, and a minimum of text prepared for them this year. Buyers need to choose carefully, with an eye to what will last. *Mother Goose* every child must have. At \$2.50 Thomas Y. Crowell, New York, presents the Sybil Tawse edition of *Mother Goose*, a large book with twelve color plates and two hundred drawings in black and white. At 75 cents Rand McNally & Co., New York, offers



On the left, Mary Jane, who is acting so strangely, and on the right, Christopher Robin and Pooh—old friends to be met again in "The Christopher Robin Verses"





You don't have to be so very young to find these pigs amusing—and lots of other illustrations in "The Bird Began to Sing" are much more so

the junior edition of *The Real Mother Goose*, a small book for small laps, made up of sixty-odd jingles culled from their well-known larger *Real Mother Goose*. There are fifty illustrations in color.

Somewhat akin to these, but likely to cover a wider range of ages is *The Land of Nursery Rhyme*, edited by Ernest Rhys and Alice Daglish, and illustrated by Charles Folkard (New York: Dutton. \$2.50). The full-page illustrations are in rich and exquisite color, and the smaller three-tones and black-and-whites are amusing. The rhymes are both old and new, but more often the former. All in all, this is a book of considerable distinction. \* \* \*

The poems in the two volumes, "When We Were Very Young" and "Now We Are Six," by A. A. Milne, can now be obtained in a single volume called *The Christopher Robin Verses* (New York: Dutton. \$3.00). Is it necessary to say more? Perhaps only this, that the colored illustrations are brand-new, though from the hand of the artist who has illustrated the other Milne books, E. H. Shepard, and are as entrancing as the line drawings. It is a fact that adults get as much pleasure out of the Milne-Shepard collaboration as children do, possibly more, but as regards an appreciation of literature, art, and humor, this is a good book for a child to live up to. \* \* \*

Those who missed Lena Towsley's "Peggy and Peter" last year lost a good deal, but they can make it up by getting acquainted with a new book made from photographs of the same little boy and little girl, along with their baby sister, their dog, Sally, and Sally's mother, two kittens, and a cat. These specimens of child and animal photography are among the most charming things ever made up for little people. There is almost no text in *Sally and Her Friends* (New York: Farrar & Rinehart. \$2.00), but what there is, is just right.

Rachel Field, author of "Hitty" and "Calico Bush," writes a Christmas story called *The Bird Began to Sing* (New York: Morrow. \$1.75), beautifully illustrated in color by Ilse Bischoff. The only objection to this story of the tiny bird that Grandpa Schultz made for his tiny grandson's Christmas is that there is not enough of it. An eight-year-old girl will make up for that by reading it more than once, and giggling over the pictures.

*The Unicorn With the Silver Shoes* (New York: Longmans, Green. \$2.00) is by Ella Young, who is wonderfully learned in ancient folklore, and knows how to write about it in beautiful, musical prose and with an impish humor that makes her books a delight to everyone, be he young or old, who is not supercilious about fairies. The imaginative child has a treat in store for him when he finds this book by his bed on Christmas morning. But don't give it to the practical child. \* \* \*

Again for the imaginative child, for the lover of beautiful words, ancient legends, and unfamiliar lands, there is Louis Untermeyer's *Donkey of God* (New York: Harcourt, Brace. \$2.50). Mr. Untermeyer invented many of these stories, but true or not they all sound like old legends.

The spirit behind them is old—as old as Italy, and the author says that if he had not gone to Italy he could never have written them. The book is worthy of a poet and humorist, which Mr. Untermeyer is, and is a good introduction to Italian art and history for a thoughtful boy or girl of twelve or more. \* \* \*

Among many good animal stories we can mention *Wandy, the Wild Pony*, by Allen Chaffee (New York: Smith & Haas. \$2.00), because it tells a convincing story of a wild pony, born on a Devonshire moor, caught and tamed, and made into a prize-winner. The horsemanship in it is



A decoration from "The Bird Began to Sing"

based on the actual experiences of a young Englishwoman who has trained blue-ribbon horses and ponies.

Another and really unusual animal book is *Wagtail*, by Alice Crew Gall and Fleming H. Crew, with illustrations by Kurt Wiese (New York: Oxford University Press. \$2.00). This Literary Guild selection for children from six to eight years of age gives a sympathetic and truthful account of what happens in the wild life of the Blue Pool through the seasons, from the time Wagtail, the tadpole, wriggles out of a tiny egg in the spring until he dives down to winter quarters in the mud at the bottom of the pool. Subject matter, style, illustrations, and format combine to make this a book worth giving.

\* \* \*

Children of ten to fourteen respond to books about children of other lands. Notable among such are *Peik*, by Barbra Ring (Boston: Little, Brown. \$2.00), and *Katrinka Grows Up*, by Helen Eggleston Haskell (New York: Dutton. \$2.00). Mrs. Ring's *Peik*, translated from the Norwegian by Lorence Munson Woodside, is a classic in its own country. It is a jolly story about a little boy who went to live with his old-bachelor uncle, Professor Paul, in Christiania, and then had to visit his wealthy Aunt Ada in Berlin. Both Peik and Uncle Paul are sweet-tempered bad boys, in a way, and carry on a sub rosa warfare with strict housekeepers like Uncle's worthy Blum and Aunt Ada.

Mrs. Haskell's *Katrinka Grows Up* continues the story of the young Russian girl about whom she first wrote in "Katrinka." The scene is Russia in the days of the Bolshevik Revolution and the story tells much about life in Petrograd and in the Russian countryside, in a style fitted to girls of about fourteen.

\* \* \*

Historical stories that deal with the American background are said to appeal most to boys and girls between ten and fourteen. When they are studying the history of their own country they like to read such books as Helen Fuller Orton's *Treasure in the Little Trunk* (New York: Stokes. \$1.75), a story of a trip by covered wagon over the Mohawk Trail to western New York in the

1820's, or *White Brother*, by Ethel Claire Brill (New York: Holt. \$1.75), a story of the Pontiac Uprising and the region of the Great Lakes.

\* \* \*

Caroline D. Emerson's *Old New York for Young New Yorkers* (New York: Dutton. \$3.25) is as fascinating in style as in material. Miss Emerson is used to writing for children, and, as author of "Mr. Nip and Mr. Tuck" and "A Hat Tub Tale" has given proof of her imagination and her humor. Her history of New York is a true piece of historical writing based upon careful research and illustrated by many maps and pictures copied from old prints. It is, moreover, history told by means of dramatic episodes, and is built around the sea gulls of New York Harbor and what they and their fathers and grandfathers may have seen, back to the time when Indians lived along the East River. This is a book suited to develop a child's taste for history, particularly, of course, a New York child.

\* \* \*

South American is *The Pack Train Steamboat* (Indianapolis: Bobbs-Merrill. \$2.00). It records in story form the feat of building a steamboat in England, taking it apart, and shipping it, with every piece marked, across the Atlantic, through the Straits of Magellan, to the west coast of South America, transporting it by mules to Lake Titicaca, putting it together, and launching it.

\* \* \*

For older girls we can mention two Civil War stories, *No Surrender*, by Emma Gelders Sterne (New York: Duffield & Green. \$2.50), and *Remember and Forget*, by Julia Davis Adams (New York: Dutton. \$2.00). For older boys *The Prairie Pirates*, by Earl Chapin May (New York: Duffield & Green. \$2.00), a story of Illinois between 1831 and 1849; *The Glacier Mystery*, by S. S. Smith (New York: Harcourt, Brace. \$2.00), a mystery story which deals with an American geologist and his young son in the Tyrol and the superstitions of the people; and *The Indian Ocean*, by Stanley Rogers (New York: Crowell. \$2.75), which is not fiction but an out-and-out history of the Indian Ocean, the fifth of a line of nautical books by the same author.

## STAMP OF MERIT

The appearance of an advertisement in CHILD WELFARE is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of CHILD WELFARE. The italics refer to free material which they offer:

	PAGE
Associated Authors Service. <i>Free Introductory Lesson</i> . . . . .	215
The Bookhouse for Children. <i>Booklet</i> . . . . .	213
F. E. Compton & Co. <i>Sample Section and Questionario Game</i> . . . . .	211
Franklin Printing Company . . . . .	215
Grolier Society. <i>Booklet and Leaflet of Christmas Songs and Poems</i> . . . . .	4th Cover
Scott, Foresman Company . . . . .	215



## FROM OUR READERS

My husband travels and your magazine (I should say *our* magazine since it truly is *the* magazine for all parents, teachers, and everyone interested in child welfare and human progress) is his traveling companion. It comes home to me dog-eared and we discuss different articles. Ours is a real CHILD WELFARE MAGAZINE family. My mother, who spends her winters with me, enjoys reading it quite as much as do my husband and I. Then our fourteen-year-old daughter finds it of real service to her in some of her home work and outside reading.

I am hoping for an ever-increasing circulation, not only for the sake of the Magazine, but first and foremost for the sake of the children of America and of the world.—MRS. C. W. BALCH, *Summer Round-up Chairman, Illinois Congress of Parents and Teachers.*

Please send me the leaflets covering the *Parent-Teacher Program* mentioned on page 32 of the September issue. By the way, that issue is a "gem." I hope every local president has one. Your editorial staff is to be congratulated on the wealth of material given in each issue.—MRS. C. H. LILLIE, *President, Grand Rapids Council of Parent-Teacher Associations, Grand Rapids, Michigan.*

All the parent-teacher associations of Ashland have voted unanimously to use the programs sponsored by you. We believe they are very fine. Last year we had a membership of 1,141 members. We believe we shall increase the membership this year. We would greatly appreciate program leaflets, for all our members, of *A Parent-Teacher Program*. Each association has also voted to organize a study course, using your *All-Round Health Course*.—MRS. J. D. FALLS, *President, Ashland Parent-Teacher Council, Ashland, Kentucky.*

Our P. T. A. would find it very difficult to function without CHILD WELFARE MAGAZINE and we hope before the year is out to have it in the hands of every member.—MRS. E. C. CLAYTON, *President, Leeds P. T. A., Leeds, Alabama.*

I've never read CHILD WELFARE until I received my new copies last week and feel I must express my pleasure at the wealth of information found in them.—MRS. R. H. NESBITT, *Prosper, Texas.*

## WHAT DO YOU THINK ?

These are the answers to the true-false statements on page 215. The page numbers refer to pages of this issue of CHILD WELFARE on which discussions of the statements may be found.

- |                   |                  |
|-------------------|------------------|
| 1. True, p. 182.  | 4. True, p. 192. |
| 2. False, p. 177. | 5. True, p. 173. |
| 3. False, p. 185. | 6. True, p. 220. |

December, 1932

## REPRINT SERVICE

In this Issue: Articles Available in Reprints

"Child and Universe"

"Safety in the Home"

10 cents each

25 copies . . . . . \$2.00

50 copies . . . . . 3.00

100 copies . . . . . 5.00

"Normal Lives for the Handicapped"

15 cents each

25 copies . . . . . \$2.25

50 copies . . . . . 3.50

100 copies . . . . . 5.75

Special Reprint

Photograph of National President  
on Heavy Stock for Framing

15 cents each

Reprint from Last Volume—Parent Education Course

"Concerning Older Children"

32-page booklet

25 cents each

Subject Index of CHILD WELFARE Articles

September, 1929—June-July, 1932

5 cents each

Remittances Should Accompany Orders

## Parliamentary Procedure

What is it? How much of this subject does a local president need? Will I be a better parent-teacher association member if I understand parliamentary usage?

To help answer these questions, the National Congress of Parents and Teachers is offering a new *correspondence course* on this topic.

Prepared especially for local members and leaders. Based on "Robert's Rules of Order, Revised" and The Congress Leaflet, "Parliamentary Procedure"

**\$1.00**

Includes ten lessons and the leaflet  
(not the book)

Special arrangements for group study

*Write today for details*

EDUCATION DIVISION

NATIONAL CONGRESS OF  
PARENTS AND TEACHERS

1201 16th St., N.W., Washington, D. C.

# CONSULTATION SERVICE

## QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

**Congress Policies**—If a candidate for a political office is opposed to the interests of child welfare, will it void our chance of standard rating if our parent-teacher association actively supports the candidate's opponent who is friendly to all child welfare interests?

Yes. The policy of the National Congress is non-partisan. The consideration by a parent-teacher association of any candidate for political office, whether actively opposed to or supporting child welfare, would constitute violation of this Congress policy. However, your Legislation chairman should urge intelligent voting, should inform the membership of the child welfare measures that are pending, and of the available non-partisan sources in the community for securing accurate information concerning the candidates. It is the duty of the members of parent-teacher associations, as individuals, to vote in the interests of child welfare. National "By-Laws," Article III, Section 1; "Activities, Projects, and Program Making," page 17; "Legislation" leaflet.

**Foreign-Born Parents**—How can we stimulate interest in a parent-teacher association composed of members of various nationalities?

Make every effort to have the foreign-born parents participate in the program and in the activities of the association. They can participate in the assembly singing and in the social hour. They should be represented on the different committees so that the program and the activities of the association may be of interest to them. Ask the representatives of each nationality to be responsible for one number on the program sometime during the year. They might plan to dress in native costume and sing folk songs, or feature some of their more talented members. Practical suggestions for this type of association are given in "Program Making for Foreign Parent-Teacher Associations," which appeared in CHILD WELFARE MAGAZINE some time ago, and is now available in mimeographed form from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C., at 5 cents per copy. Watch coming issues of the regular department in CHILD WELFARE, "The P. T. A. at Work," for practical suggestions.

**Summer Round-Up of the Children**—What are the responsibilities of a parent-teacher association in the Summer Round-Up of the Children, as conducted by the National Congress of Parents and Teachers?

A parent-teacher association which decides to conduct a campaign to send to the entering grade of school or kindergarten a class of children as free as possible from remediable defects should first appoint a Summer-Round-Up chairman. The following are the responsibilities in brief. (1) The local chairman should write early in January to the state Summer Round-Up chairman for the material which is distributed by the National Congress: the plan of procedure; registration blank; examination form; and the leaflet, "Why Your Child Needs a Health Examination." (2) The association should register as soon as possible by filling out in duplicate the official registration blank and forwarding it to the state chairman, who in turn forwards it to the National Office at Washington. Examination blanks are sent to the local Summer Round-Up chairman upon receipt of registration. (3) The association should make early plans for the spring examination by calling a meeting of the representatives of the local medical society, dental society, health department, school health service of the public schools, public health nursing service, school superintendent or his representative, and such other agencies as may be deemed advisable. Let this group determine how the examination shall be made. (4) After the spring examination, the follow-up committee should visit the homes of those children who have defects to be corrected and urge parents to visit the family physician and dentist for further advice and treatment. (5) To complete the Summer Round-Up a fall check-up is essential after the children enter school, to determine the number of children whose parents have carried out the recommendations given at the spring examination. (6) Before November 1, the local chairman should send to the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C., the official report blank properly filled out, so that the recognition of the National Congress may be given for the work accomplished.



The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.



York, N. Y., or you may write again to this department.

**Question**—How shall I teach my twenty-two-month-old daughter (very precocious and intelligent) to share with others? She is an only child.

Small children live in a world of their own. How to be a part of the social group in which they live is something they do not know. It comes only through learning and association. This self-interest on the part of the small child must be recognized as perfectly natural at this age.

However, the child must gradually learn to live in a group and to realize that life means sharing with others. First of all, be careful that she does not get too much attention in the home. This caution is especially necessary when one is dealing with an only child.

Almost no babies the age of yours will share with others. In about six months you will find that there are many little ways in which you may help the child to share with Father and Mother. Then let her play with children of her own age. Older children are inclined to give in to the little ones, so be careful. It might help if you were to provide toys which have a number of pieces of the same kind, such as blocks and balls. Perhaps you could sit on the porch or in the room when she is playing with other children and suggest occasionally, "Let us each have a turn at pulling the cart or holding the doll." Sometimes take her with you and let her give a flower or some fruit to a friend so that she may have the experience and the joy of giving.

**Question**—Have you any numbers containing articles on too much repression of a child? In particular, have you anything on the harm of punishing a child for small offences?

In the field of child care we are learning that prevention is better than cure. We have also found it best to provide a good environment and give the child as much freedom as possible—within reason. The parent who tries to understand the child's nature and who uses foresight will find that punishment is rarely necessary. It is much better to point the way than to allow the wrong to occur and try to correct it after it has been done. Small children do many things because of ignorance or an investigating mind, and not through malicious motives.

The following articles which have appeared in CHILD WELFARE will be of help: "If We Don't Spank—What?," January, 1932, page 270; "Hands Off!," March, 1932, page 403.

The following books will also be of help: *Guidance of Childhood and Youth*, edited by Benjamin C. Gruenberg (New York: Macmillan), chapter on "Aspects of Discipline"; *Mental Hygiene*, by Wm. A. White (Boston: Little, Brown), Chapter VII. Write to the U. S. Children's Bureau, Washington, D. C., for the free booklet, "Child Management."

(This department is conducted with the co-operation of the Committee on Parent Education of the National Congress of Parents and Teachers. Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE MAGAZINE.)

**Question**—My adolescent daughter has a sweet disposition but is inclined to argue about so many things. Is this the result of bad training on my part?

Not necessarily so. Your daughter's natural curiosity is developing with her years and growth. She is no longer a little child and is doing some thinking of her own. Therefore, she wants to know the why of everything. She feels herself growing up and likes to express her opinion. Be glad that she is developing in this way and do not crush her initiative and enthusiasm.

This does not mean that parents must tolerate rudeness. There can be differences of opinion, various points of view, questions asked with courtesy and respect. Treat Daughter more as an equal than as a child now. By your manner invite her to express her ideas. Parents must remember that adolescent boys and girls are reaching out into the world through school, church, and clubs. They are treated as individuals and urged to think, reason, and express themselves. The home must keep pace with this growing youth. Let there be friendly discussion, a willingness to see all sides of a question. Avoid criticism that is harsh or unkind, and also the habit of dictating. Maintain a good home with a harmonious spirit and provide a wholesome environment. These are the best provisions to help young people to make happy choices and wise decisions.

**Question**—I am in need of a pamphlet to read to my eight-year-old daughter in answer to her questions about babies. I cannot afford an expensive book.

Under separate cover some information is being mailed to you. You will also find help from the following: "Child Questions and Their Answers," 10 cents; "Some Information for Mother," 15 cents. These may be had from the American Social Hygiene Association, 450 Seventh Avenue, New



By ELIZABETH K. KERNS • Associate Chairman, National Committee on Motion Pictures

**Air Mail**—Ralph Bellamy-Pat O'Brien. Universal.

A spectacular story of the uncertain and dangerous life of the boys who pilot the air mail planes. Their loves and hates, their rivalries, their loyalty to each other. The hazards they take to save a pal in danger make the picture one which should more than satisfy the most extreme thrill seeker. Not for the nervous.

*Adults—very thrilling. 14 to 18, very exciting. Under 14, perhaps too exciting.*

**All American, The**—Richard Arlen-James Gleason. Universal.

A football drama which enthusiasts of the sport will enjoy. A whirlwind game of real football is played with many of the topnotch stars of recent years taking part. It also serves to show that the popularity of a football hero is of short duration unless he makes good in other walks of life.

*Adults—very good. 14 to 18, fine. Under 14, thrilling.*

**Big Broadcast, The**—Bing Crosby-Leila Hyams. Paramount-Publix.

A comedy-drama with quite an array of radio stars and announcers, the occasion being the big broadcast of a New York station just purchased by the wealthy but dumb boy from the open spaces. The plot is little more than an excuse for the performance of the celebrities.

*Adults—entertaining. 14 to 18, entertaining. Under 14, yes.*

**Big Stampede, The**—John Wayne-Mae Madison. First National.

The hero, sent by the governor to bring law and order into a troublesome section of the state, succeeds in his mission and also rescues a charming girl from a stampeding herd of cattle. It is a better than usual Western in which thrills abound.

*Adults—interesting. 14 to 18, enjoyable. Under 14, good but exciting.*

**Cabin in the Cotton**—Richard Barthelmess-Dorothy Jordan. First National.

An attempt to present the economic problem of the cotton picker versus the planter. Ideas for and against each side are presented, but no solution is offered.

*Adults—depends on interest in social, industrial and economic problems. 14 to 18, hardly. Under 14, no.*

**Come On Danger**—Tom Keene. R. K. O.-Radio.

Romance develops between a girl suspected of cattle rustling and a ranger sent to arrest her. Plenty of action, fast riding, good photographic shots of beautiful scenery, and a happy ending.

*Adults—fair. 14 to 18, good. Under 14, thrilling.*

**Cowboy Counsellor, The**—Hoot Gibson-Sheila Manners. Allied.

A farce comedy in which the hero, playing a "smart Alec" part, is outsmarted, but his common sense sees him through. There is a nice touch of the

romantic and just enough of the open spaces to make it a real "Hoot" picture.

*Adults—rather interesting. 14 to 18, good. Under 14, good.*

**Crooked Circle, The**—Ben Lyon-Zasu Pitts-James Gleason. World Wide.

A mixed-up mystery comedy of a band of crooks and a haunted house which is purchased by a police inspector. When the inspector takes possession the fun begins. Trick doors, strange happenings, chills which become thrills, and a surprise ending all help the excitement along.

*Adults—fairly amusing. 14 to 18, amusing. Under 14, exciting.*

**Dangers of the Arctic**—Narration by Earl Rossman. Principal Pictures.

A travelogue of the Arctic region showing the manners, customs and daily life of the inhabitants and the dangers to which they are exposed. The photography is surpassingly beautiful and the narration excellent.

*Adults—very interesting. 14 to 18, excellent. Under 14, excellent.*

**Faithful Heart, The**—Herbert Marshall-Edna Best. Gainsborough Studios.

A gay and thoughtless ship's officer makes love to a barmaid in a hotel near the wharf. The old story repeats itself. The two lose sight of each other and after the passing years, the officer rises in society and becomes engaged to a beautiful girl. The child of his early romance comes to him with a message from the girl he loved long ago—a message from the dead. He is torn between his affection for his fiancée and the love for his daughter. The ties of blood prove stronger and father and daughter set off to seek happiness by themselves.

*Adults—interesting. 14 to 18, perhaps. Under 14, too mature.*

**Fargo Express**—Ken Maynard. World Wide.

Good photography of beautiful scenery and an interesting story make the picture better than average. It tells of the hold-up of a stage coach in which the hero takes the blame to save his sweetheart's brother.

*Adults—good. 14 to 18, good. Under 14, good.*

**Golden West, The**—George O'Brien-Janet Chandler. Fox.

A romantic drama of two generations, opening before the Civil War in Kentucky with a feud between the Summers and Lynch families. The next generation, on the plains of the middle west where both families have emigrated, sweep the feud aside with the culmination of a romance between the young people in the two families.

*Adults—fair. 14 to 18, fair. Under 14, fair.*

**Heritage of the Desert**—Randolph Scott-Sally Blane. Paramount.

A Zane Grey story in which the villain, to obtain a ranch he covets, directs a young surveyor, engaged by the ranch owner, towards the desert. It is the villain's hope that the surveyor will lose his way in the desert. His hopes are not real-

*It is recommended that children should not be allowed to attend movies on a night preceding a school day.*



# REVIEW

ized, as the ranch owner and his daughter rescue the surveyor as he is trying to find his way out. The villain is properly punished and the surveyor wins the ranch owner's daughter.

*Adults—fair. 14 to 18, fair. Under 14, fair.*

**Isle of Paradise**—Narration by David Ross. *Invincible Pictures.*

A travelogue of life in Bali, one of the group of islands of the Dutch East Indies, is interestingly arranged and excellently photographed.

*Adults—very good. 14 to 18, very good. Under 14, very good.*

**Little Orphan Annie**—Mitzi Green-Buster Phelps. R. K. O.

"Annie" of the newspaper strip comes to life and provides delightful entertainment which will appeal to young and old. Three-year-old "Mickey" shares honors with "Annie."

*Adults—appealing and entertaining. 14 to 18, excellent. Under 14, very good.*

**Madison Square Garden**—William Collier, Sr.—Jack Oakie—Marian Nixon. *Paramount.*

A comedy-drama built around New York's Madison Square Garden in which a number of old-time sportsmen are shown on the screen. It is a plea for clean sports, with a romantic angle injected. Of particular interest to men and boys.

*Adults—entertaining. 14 to 18, yes. Under 14, perhaps.*

**Pride of the Legion**—Victor Jery—Barbara Kent—Rin Tin Tin, Jr. *Mascot Pictures.*

A policeman, preventing a hold-up, is badly injured. Upon recovery he resigns from the force as his nerves are shattered. He attempts suicide but is rescued by Rin Tin Tin, Jr. Eventually he gets hold of himself and returns to his former job.

*Adults—interesting. 14 to 18, yes. Under 14, perhaps.*

**Six Hours to Live**—Warner Baxter—Miriam Jordan—John Boles. *Fox.*

An ambitious young man representing his country at an international conference is murdered, then restored to life again by a scientist who tells him he has just six hours to live. He completes his mission for his country and helps others to adjust their lives. He then destroys the scientist's invention, saying: "Man can experiment with life, but death belongs to God."

*Adults—interesting. 14 to 18, perhaps. Under 14, no.*

**Smilin' Through**—Norma Shearer—Leslie Howard—Frederic March. *M. G. M.*

A beautiful but tragic romance of days gone by. A young girl's romance is threatened by the shadow of a tragedy in the life of an elderly man whose fiancée was murdered on their wedding day. His heart is filled with bitterness and hatred towards the son of the murderer who is in love with his niece, and, although he continues to commune with the spirit of his dead sweetheart, it is not until he relents and forgives the innocent boy that the soul of his beloved comes "smilin' through" the mist to lead him to heaven and eternity. Beautifully done.

*Adults—very good. 14 to 18, good. Under 14, too mature.*

*It is recommended that children should not be allowed to attend movies on a night preceding a school day.*

**That's My Boy**—Richard Cromwell—Dorothy Jordan. *Columbia.*

A gridiron drama showing the futility of being a hero—especially a gridiron hero. The boy goes to college to become a physician but is sidetracked into becoming a football star. He learns from a football star there is nothing so dead as an ex-hero. In planning to make secure his future he becomes the innocent victim of crooked sportsmen in a deal that ultimately causes no end of trouble and great excitement in the final big game in the picture.

*Adults—entertaining. 14 to 18, entertaining. Under 14, yes.*

**Those We Love**—Mary Astor—Kenneth MacKenna—Lilyan Tashman. *World Wide.*

A struggling young author and a hard-working music teacher find prosperity for themselves and son in their married life. Enter the vamp. The marriage almost goes on the rocks but the boy's grief reconciles them.

*Adults—fair. 14 to 18, too mature. Under 14, no.*

**Too Busy to Work**—Will Rogers—Marian Nixon. *Fox.*

The somewhat sentimental rôle of a returned and wandering war veteran full of wise-cracks and homely philosophy bids fair to endear this unique comedian more than ever to his public.

*Adults—good. 14 to 18, good. Under 14, good.*

**Trailing the Killer**—Francis McDonald—Caesar, the wolf dog. *Educational.*

A drama of animals native to the United States. A wolf dog, suspected of killing sheep, is trailed to see if he is really the killer. As the story unfolds the animals are shown in their native haunts, their fight to survive and attacks on man.

*Adults—interesting and exciting. 14 to 18, very exciting. Under 14, perhaps too exciting.*

**Western Code**—Tim McCoy—Nora Lane. *Columbia.*

Counterfeiters, and a forger who tried to cheat his stepdaughter out of her ownership of her dead mother's ranch, are brought to justice by a hard riding, quick on the trigger Texas ranger. The dashing ranger and the girl provide the love interest.

*Adults—fair. 14 to 18, good. Under 14, good.*

**White Eagle**—Buck Jones—Barbara Weeks. *Columbia.*

Disguised as an Indian, many thrilling experiences come to a Pony Express Rider whose services are of great value to his government in settling frequent warfare between Indians and white settlers.

*Adults—good. 14 to 18, good. Under 14, good but exciting.*

**Wild Girl**—Joan Bennett—Ralph Bellamy—Eugene Palette. *Fox.*

An old-fashioned melodrama of the Sierra Mountains after the close of the Civil War. A mysterious Confederate soldier kills the man who wronged his sister and is aided in his escape by a young mountain girl with whom he falls in love. They marry and leave for another country.

*Adults—interesting. 14 to 18, perhaps. Under 14, too mature.*

## COMING IN JANUARY

### THE FINANCIAL PROBLEMS OF CHILDHOOD

*S. Agnes Donham*



### TEN COLLEGE DON'TS

*Milton E. Loomis*



### BABIES AND RICKETS

*Martha M. Eliot, M.D.*



### BETTER MOVIES

*Catheryne Cooke Gilman*

## FOR MATERIAL

### About the Preschool Child

Turn to pages 172, 180, 189, 190,  
202, 216, 221

### About Elementary School Children

Turn to pages 172, 177, 180, 202,  
212, 216, 221, 222

### About Older Boys and Girls

Turn to pages 177, 180, 212, 216, 221, 222

### For Parent-Teacher Units

Turn to pages 171, 196, 198, 204, 208,  
209, 220

### Concerning All Children

Turn to pages 185, 192, 196, 198, 200

## Child Welfare Magazine-Gift Certificate

*This Certificate, when filled in and returned to Child Welfare, The National Parent-Teacher Magazine, 1201 16th St., N. W., Washington, D. C., will entitle you to a subscription as the gift of*



Date  
(See other side)

*Mrs. Chas. B. Remington*  
National Chairman

## A SUGGESTION FOR THE CHRISTMAS SEASON!

For Anniversaries! For Birthdays!

### GIVE CHILD WELFARE MAGAZINE GIFT CERTIFICATES

To friends and relatives who have children and to those who are responsible for the care and training of other people's children.

To new officers of parent-teacher associations and to those who are retiring from office.

CHILD WELFARE MAGAZINE is an ideal gift—economical, practical, full of valuable information of the type which is sought by parents and teachers.

The GIFT CERTIFICATE, illustrated above, printed in black and orange on a fine cream stock, with envelope to match, may be purchased for \$1 from CHILD WELFARE MAGAZINE, 1201 16th St., N. W., Washington, D. C. When the Gift Certificate is properly filled in (there is space on the back for the name and address of the recipient) and returned to Magazine headquarters a subscription will be entered.

GIVE GIFT CERTIFICATES . . . They are ATTRACTIVE and CONVENIENT